DOCUMENT RESUME

ED 197 920 RC 012 515

AUTHOR Brod, Rodney L.
TITLE Choctaw Education.
INSTITUTION LPS & Associates, Box Elder, Mont.
SPONS AGENCY Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Mississippi Band of Choctaw Indians, Philadelphia.
PUB DATE Dec 79
GRANT S50G14209012
NOTE 94p.
AVAILABLE FROM LPS & Associates, Rocky Boy's Route, Box Elder, MT 59521

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Aspiration; Adult Education; *American Indian Education; American Indians; Career Development; Career Planning; Community Attitudes; Demography; Educational Needs; Elementary Secondary Education; *Institutional Characteristics; *Needs Assessment; Parent Attitudes; *Research Design; Sex Differences; Student Attitudes; Teacher Attitudes; Vocational Education
IDENTIFIERS *Bureau of Indian Affairs Schools; *Choctaw (Tribe); Mississippi

ABSTRACT

Structured questionnaires were administered to 324 students (grades 7-12), 126 Bureau of Indian Affairs (BIA) faculty and staff and 37 tribal education workers and 8 trained, bilingual Choctaws conducted interviews with a random sample of 195 Choctaw adults in a comprehensive study intended to provide the Choctaw Tribe with data regarding: (1) the demographic characteristics of Choctaw area survey respondents; (2) characteristics of Choctaw students and their academic performance; (3) the vocational and educational needs and priorities of Choctaw students and adults; (4) the vocational and educational information needs of Choctaw students and adults; and (5) the identification, assessments, and ratings of various BIA School characteristics and problems. The analysis comparing the responses of Choctaw students, BIA school faculty and staff, Choctaw Tribal Education staff, and Choctaw adults indicated agreement among the four groups regarding teacher unawareness of Choctaw culture, students' need for evening tutoring and for Choctaw clubs, the tribal G.E.D. program's success in helping adults find employment, and ratings of school buildings, facilities, textbooks, and teacher aides. However, there were significant differences in the response patterns on all other items. Further analysis was needed to identify factors underlying the problems of student dropouts, achievement, retention, and absenteeism. Appendixes consist of instruments used in the study. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197920

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC012515

CHOCTAW EDUCATION

BEST COPY AVAILABLE

CHOCTAW EDUCATION

by

Rodney L. Brod, Ph.D.

LPS & ASSOCIATES
Rocky Boy's Route
Box Elder, MT 59521

December 1979

This monograph was funded by Bureau of Indian Affairs Grant S50G14209012 under PL 93-638 (Indian Self Determination and Educational Assistance Act) and was prepared pursuant to a contract with the Mississippi Band of Choctaw Indians, Route 7, Philadelphia, Mississippi 39350. Those undertaking projects under such sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official BIA or Choctaw Tribal positions or policies.

LPS & Associates

%EDWARD PARISIAN, JR.
ROCKY BOY'S ROUTE
BOX ELDER, MONTANA 59521

DR. ROBERT J. SWAN, PRESIDENT
812 10TH STREET
HAVRE, MONTANA 59501
PHONE 406-353-2205

DR. RICK LA POINTE, VICE PRESIDENT
508 WEST CLARK
VERMILLION, SOUTH DAKOTA 57069
PHONE 605-677-5453

MR. EDWARD PARISIAN
ROCKY BOY'S ROUTE
BOX ELDER, MONTANA 59521
PHONE 406-395-4395

ACKNOWLEDGEMENTS

LPS & Associates would like to gratefully acknowledge the assistance and encouragement we received in conducting and compiling the Choctaw Comprehensive Educational Needs Assessment from the following people:

Chief Phillip Martin for his leadership; William "Sonny" York, Chairman of the Choctaw Tribal Education Committee; Adolph Jimmy for the assistance he provided to our research team, Nell Rogers for her dedication to Indian people and assistance in surveying Choctaw students; the community interviewers; Jimmy Gibson, Bureau of Indian Affairs for his coordination with Bureau employees; the Choctaw students, Bureau of Indian Affairs personnel and Choctaw tribal education staff who participated in the survey; and the 193 Choctaw tribal members who were interviewed.

Many thanks to Philomene Redcrow, Brenda Smith, Shyam Thapa, and Geraldine Williams for key-punching the data, to Hjordis Swaney, Geraldine Williams, and Cathy Billie for typing the final report and tables, and to Dr. Eugene D. Fitzpatrick for assisting with the computer programming.

Appreciation to Robert Billie, Choctaw artist, who beautifully illustrated the entire report with scenes of Choctaw life in Mississippi.

Finally, our special thanks to Dr. Rod Brod and his wife Mary Jean for spending the summer of 1979 in conducting the research, analyzing the results and writing this report. Without their assistance, this study would not have been possible.

Robert J. Swan, President
LPS & Associates

Rick La Point, Vice-President
LPS & Associates

Edward Parisian, Secretary/Treasurer
LPS & Associates

TABLE OF CONTENTS

Chapter	Page
ACKNOWLEDGEMENTS	III.
TABLE OF CONTENTS	V
LIST OF TABLES	VII
1. INTRODUCTION AND PURPOSE OF THE STUDY	1
The Study Design	2
The Student Surveys	2
The School and Tribal Staff Survey	3
The Choctaw Adult Interviews	3
2. GENERAL CHARACTERISTICS OF THE CHOCTAW SCHOOLS	5
Standing Pine Elementary Day School	5
Tucker Elementary Day School	5
Red Water Day School	5
Conehatta Day School	6
Bogue Chitto Boarding and Day School	6
Choctaw Central School	6
Physical Facilities of Choctaw Schools	8
Food and Bus Service Expenditures for Choctaw Schools	9
Student Population and Costs Among Choctaw Schools	9
Average Daily Attendance (ADA) Among Choctaw Schools	11
Choctaw Student Achievement	11
Elementary School Effects on Student Performance	12
Junior High School Effects on Student Performance	14
Choctaw Student Dropout Rates	14
3. DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS OF THE CHOCTAW STUDENT SAMPLE	17
Demographic Information	17
Academic Characteristics	17
Academic Performance	18
Educational Aspirations	19
Parental and School Influences	19
Male and Female Educational Differences	19
Grade Level Comparisons	19
School Comparisons	21
4. CHOCTAW STUDENT ASSESSMENTS OF VOCATIONAL NEEDS	25
Parents' Occupational and Educational Attainment	25
Parental and School Sources of Career Ideas	25
Past Jobs and Future Career Choices	25
Knowledge of Vocational Information	26
Future Job Training and Career Plans	26
Ideas About Education and Careers	27
Male and Female Vocational Choices	28
Grade Level Differences in Vocational Needs	28
School Differences in Vocational Needs	28
5. CHOCTAW STUDENT ASSESSMENTS OF EDUCATIONAL NEEDS	31
Priorities for Choctaw Schools	31
Priorities for the Choctaw Tribe	32
Priorities for Choctaw Parents	32
Priorities for Choctaw Students	33
Ratings of School Characteristics	33
Problems at School	33
Responses to Open-ended Items	34
Male and Female Educational Needs	34
Grade Level Differences in Educational Needs	34
School Differences in Educational Needs	35

6. BIA SCHOOL AND TRIBAL STAFF ASSESSMENTS OF EDUCATIONAL NEEDS 37

Demographic Characteristics of School Personnel 37
Priorities for Choctaw Schools 37
Priorities for the Choctaw Tribe 38
Priorities for Choctaw Parents 38
Priorities for Choctaw Students 38
Ratings of School Characteristics 39
Problems at School 40
Responses to Open-ended Items 40
Familiarity with Education Information Items 40
Male and Female School Staff Comparisons 40
Indian and Non-Indian School Staff Comparisons 41
School and Tribal Staff Comparisons 41

7. CHOCTAW ADULT ASSESSMENTS OF EDUCATIONAL NEEDS 45

Demographic Characteristics of the Choctaw Adult Sample 45
Priorities for Choctaw Schools 46
Priorities for the Choctaw Tribe 47
Priorities for Choctaw Parents 47
Priorities for Choctaw Students 47
Ideas on Community Control of Education 48
Ratings of School Characteristics 48
Problems at School 49
Priorities for New School Facilities 49
Responses to the Open-ended Items 49
Familiarity with Education Information Items 50
Priorities for Adult Education 50
Adult Male and Female Assessments 50
Adults With and Without Children at Home 51
Choctaw Community Differences 51

8. COMPREHENSIVE RESULTS OF TARGET GROUP COMPARISONS 55

Comparing Choctaw Students with Adult Groups 55
Comparing the Tribal Education Staff with Other Groups 55
Comparing the School Education Staff with Other Groups 56
Comparing Choctaw Adults with Other Groups 56
School Rating Differences Among Target Groups 58

9. SUMMARY AND RECOMMENDATIONS 61

The Choctaw Schools 61
The Choctaw Student Sample 62
Choctaw Students' Vocational Needs 62
Choctaw Students' Educational Priorities 63
School and Tribal Education Staff Priorities 63
Choctaw Adults' Educational Priorities 64
Target Group Differences 65

APPENDIX A 67

APPENDIX B 70

APPENDIX C 74

APPENDIX D 79

BIBLIOGRAPHY 85

LIST OF TABLES

Table		Page
1.	Student Survey Participation Rates	2
2.	Item Response Rates for Choctaw Students	2
3.	School Staff Participating in the Educational Needs Survey	3
4.	Item Response Rates for Educational Staffs	3
5.	Choctaw Population, Voting Roll, and Sample Distributions by Community	3
6.	Item Response Rates for the Choctaw Adult Sample	3
7.	Classroom Facilities of Choctaw Schools	8
8.	Actual Cost per Student for Total Expenditures, Food Service and Bus Service, 1976-77 and 1977-78	8
9.	Budget, Cost per Student, Student Population and Allocation for Choctaw Schools, 1965-66 to 1978-79	10
10.	Student Population, ADA, and Percent Not Attending School, 1965-66 to 1973-74	12
11.	Percent Below Grade Level on California Achievement Tests, 1972-73 to 1978-79	12
12.	Choctaw School Comparisons of Spring California Achievement Test Grade Equivalents for 1977 to 1979	13
13.	Spring reading language, Math and Total Battery Grade Equivalents on the California Achievement Test, Choctaw Agency Schools, 1977-79	13
14.	Choctaw Central School Dropout Number and Overall Rates, 1966-67 to 1978-79	14
15.	High School Dropout Number and Rates, 1971-72 to 1978-79	15
16.	High School Dropout Number and Rates by Grade Level, 1971-72 to 1974-75	15
17.	Age of Choctaw Student Respondents	17
18.	Grade Levels of Choctaw Students	17
19.	Number of Days Absent for Choctaw Student Sample, 1972-73 to 1978-79	18
20.	Choctaw Students' Self-Reported and Actual Grade Point Averages	18
21.	California Achievement Test National Percentiles for the Choctaw Student Sample During Spring Quarters, 1977-79	18
22.	Education Level Desired by Choctaw Student Sample	19
23.	Choctaw Student Responses to Parent/School Influence Items	19
24.	Average Number of Days Absent (1973-1979) by Current Grade Level	20
25.	California Achievement Test National Percentiles and Grade Equivalents for Junior and Senior High Choctaw Student Samples, Spring 1977-79	20
26.	California Achievement Test National Percentiles and Grade Equivalents by Grade Levels of the Choctaw Student Sample, Spring 1977-79	21
27.	California Achievement Test National Percentiles of the Choctaw Junior High Student Sample by School, 1977-79	21
28.	Average Number of Days Absent by School, 1973-79	21
29.	Choctaw Students' Reported Parental Educational Attainment	25
30.	Occupational Distributions for Parents of Choctaw Students	25
31.	Choctaw Student Responses to Parent/School Sources of Career Ideas	25
32.	Occupational Distributions of Choctaw Students' Career Choices	26
33.	Choctaw Students' Top Ten Most-liked and Least-liked Careers	26
34.	Percent of Choctaw Students Knowing "Little" or "Nothing" About Vocational Education Items	27
35.	Choctaw Students' Future Plans	27
36.	Choctaw Students Likely to Participate in Training Programs	27
37.	Choctaw Students "Mostly" or "Strongly" Agreeing with Education and Career Items	28
38.	Choctaw Student Assessments of and Priorities for BIA Schools	31
39.	Choctaw Student Assessments of and Priorities for the Choctaw Tribe	32
40.	Choctaw Student Priorities for Parents	32
41.	Choctaw Student Assessments of and Priorities for Choctaw Students	33
42.	Choctaw Student Rankings of School Characteristics	33
43.	Choctaw Student Perceptions of Problems at School	33
44.	Tribal Education and School Staff by School	37
45.	School Staff Assessments of and Priorities for Choctaw Schools	37
46.	School Staff Assessments of and Priorities for the Choctaw Tribe	38
47.	School Staff Priorities for Choctaw Parents	38
48.	School Staff Priorities for Choctaw Students	39
49.	School Staff Rankings of Various School Characteristics	39
50.	School Staff Perceptions of School Problems	40
51.	School Staff Familiarity with Educational Information Items	41
52.	Choctaw Adult Sample Reported 1979 Occupations	45
53.	Choctaw Adult Sample Reported 1978 Gross Income	45
54.	Reported Number of Children at Home and Miles to School	46
55.	Adult Assessments of and Priorities for Choctaw Schools	46
56.	Adult Assessments of and Priorities for the Choctaw Tribe	47
57.	Adult Priorities for Choctaw Parents	47
58.	Adult Assessments of and Priorities for Choctaw Students	48
59.	Adult Rankings of School Characteristics	48

60. Adult Perceptions of Problems in the BIA Schools 49
61. Adults' Familiarity with Educational Information Items 50
62. Adult Priorities for Adult Education Courses 50
63. Adult Priorities for Vocational Training 50
64. Adult Priorities for *Chahta Okla* Community College Classes 51
65. Mean Attitude Comparisons Among Educational Target Groups 57
66. Mean School Characteristic Ratings Among Educational Target Groups 58

LIST OF FIGURES

Figure — Page

1 Choctaw Student Population—1965-66 to 1978-79 9
2 Cost per Student for Choctaw Schools 11

BEST COPY AVAILABLE

Chapter 1

Introduction and Purpose of the Study

Prior to 1830, the Choctaw Nation was well-known for its highly developed educational system and high level of literacy; however, after the Indian Removal Act, the State of Mississippi annexed the Choctaws' land and the federal government held its infamous treaty-making conference at Dancing Rabbit Creek. The treaty signed there resulted in the removal of most Choctaws to Indian Territory by 1847; however, a remnant stayed behind in their homeland resisting all removal efforts of the government. Their social and educational systems destroyed and surrounded by an increasing racial segregation that prevented them from attending public schools, the holdouts struggled for survival by sharecropping the land they once owned (Burt and Ferguson, 1973).

After the Civil War and due largely to the efforts of a few local churches and white citizens, the government sent special agents in the early 1900's to assess the conditions of the Mississippi Choctaw; however, no action was taken. It was only after an influenza epidemic had decimated the tribe during World War I that the federal government acquired land around Philadelphia, Mississippi and established an Indian agency there in 1918. Soon thereafter, Choctaws began attending schools operated by the Bureau of Indian Affairs (BIA). Choctaw Agency records indicate that during the first school year of 1920-21, Indian schools in Pearl River, Standing Pine, and Tucker communities had a combined student population of 70 and an average daily attendance (ADA) of 52. While these figures represent the government's first laudable efforts to address its responsibility for educating the Mississippi Choctaw remnant, they also are indicative of the problems involved in the process; that is, on a typical school day in that first year, more than one-fourth of the students enrolled were not in school.

Nevertheless, these schools continued and more were started. In 1922, a school opened in Bogue Homo but closed in 1967. Other BIA schools were established in Red Water (1925), in Conehatta (1928), and in Bogue Chitto (1930); however, a high school for Choctaw students was not completed until August 1965. The Choctaw Agency also has been responsible for operating Indian schools in Louisiana for the Coushatta during 1942-43 to 1947-48 and for the Chitimacha since 1940.

Historically, BIA Indian schools have been plagued with problems surrounding their educational programs within the context of federal Indian policy. As pointed out recently by Szasz (1977), federal Indian policy "has determined in large part the shape of Indian education," particularly that controlled by the BIA. That is, in the late nineteenth and early twentieth centuries, "education was a prominent feature of the policy of assimilation." Thus, the problems for the BIA schools revolved around getting and then keeping Indian children in school so that they could be educated away from their old ways and instructed in the ways of the dominant white culture. Those early schools were conducted primarily by whites with little, if any, knowledge of or appreciation for cultural differences. Parental and community involvement in the education of Indian children was virtually nonexistant, particularly when children were placed in boarding schools, often away from parents and community. In the Philadelphia area, boarding schools have been operated in the communities of Pearl River, Conehatta, and Bogue Chitto.

The failures of Indian schools were well documented in 1928 by the Merriam Report, which recommended that Indian education should be community-based and available to all age groups; it also suggested that day schools be constructed and be used as community centers and that BIA schools reform their curricula to include local Indian culture and values (see Szasz, 1977). Many of the reforms attempted in the 20's and 30's, however, were cut off or reversed by the termination policies of the late 40's and early 50's. In fact, it was not until 1969, when the Senate Subcommittee on Indian Education concluded that many of the Merriam Report recommendations had not been accomplished, that a new era of Indian self-determination dictated that Indians have more control over their own educational programs.

Since then, two studies of contemporary Mississippi Choctaw education have been completed; one is a program evaluation conducted in 1973 by the Indian Education Resources Center (Albuquerque) and the other is a needs assessment conducted in 1977. While many of the findings and recommendations of these studies have merit (as will be pointed out), they both suffer from a lack of statistical rigor and comprehensiveness (they concern only school-related educational topics) and from being in-house studies; i.e., both were sponsored and funded by the local BIA agency that operates the Choctaw schools.

In summary, despite hundreds of years of colonial onslaught exerted by the Spanish, French, English, and, finally, American governments, the Choctaw Indians of Mississippi have survived and, today, maintain a strong and growing sense of social and cultural identity and pride. A recent tribal funded survey indicates that Choctaw was the language spoken most often in 74 percent of the households in

1968 and that this figure increased to 80 percent in 1974 (see Choctaw Demographic Survey, 1975). It is within this historical context that one can appreciate the need for the Choctaw Indians of Mississippi to initiate and conduct their own independent and systematic study of education.

The Study Design

To assist the Mississippi Band of Choctaw Indians in assessing their vocational and educational needs, the Tribal Education Committee contracted LPS & Associates, an Indian owned and operated consulting firm, to design and conduct a comprehensive study of education which would provide the tribe with a relatively independent source of data regarding: 1) the demographic characteristics of Choctaw area survey respondents, 2) the descriptive characteristics of Choctaw students and their academic performance, 3) the vocational and educational needs and priorities of Choctaw students and adults, 4) the vocational and educational information needs of Choctaw students and adults, and 5) the identification, assessments, and ratings of various BIA school characteristics and problems.

The four survey groups identified by the Choctaw Tribal Education Committee include: 1) Choctaw students (grades 7-12), 2) Choctaw Tribal education workers, 3) BIA School educational staff, and 4) Choctaw adults from the six local reservation communities.

In cooperation with BIA school officials, structured questionnaires were administered to 324 students and 126 faculty and staff in May 1979, while institutional data regarding Choctaw schools and students were gathered in June. Also during that time, questionnaire data were obtained from tribal education workers and eight trained, bilingual Choctaws conducted interviews with a random sample of 195 Choctaw adults drawn from the tribal voting lists of the six local Choctaw communities.

The Student Surveys

Half (160) of the 324 Choctaw students (grades 7-12) who participated in the study were randomly selected to complete a vocational needs assessment instrument (see Questionnaire A, Appendix A) and the other half (164) filled out a more general educational needs instrument containing items comparable to those given Choctaw adults and educational workers (see Questionnaire B, Appendix B). In addition to their unique survey items, the two samples (A and B) responded to the same background or demographic items and shared the same institutional and academic measures. Assuming that there are no significant differences (other than chance) on these shared items, one sample is generalizable to the other, and given reasonably high participation rates among students, either sample may be generalized to the entire student population (grades 7-12).

As shown in Table 1, the rates of Choctaw students participating in the educational study range from 68 percent of those enrolled in high school to 96 percent in Red Water Junior High. Across grade levels, the rates

TABLE 1

Student Survey Participation Rates

	Percent of Students Participating	
	Out of Total Enrolled	Out of Those in Attendance
Choctaw Central Junior High	80	91
Bogue Chitto Junior High	82	100
Conehatta Junior High	83	100
Red Water Junior High	96	96
All Junior Highs	83	91
Senior High	68	82
All Schools	74	86

range from 64 percent in grade 11 to 100 percent in Bogue Chitto and Red Water eighth grades. The overall participation rate is 74 percent; that is, about three-fourths of all Choctaw students enrolled in grades 7 through 12 participated in the study. Based on attendance records during the time of the survey, approximately 86 percent of those not absent from school completed the surveys.

An additional concern, that of how well students respond to the survey items, is addressed in Table 2. The data indicate, however, that the response rates for students are quite reasonable, especially for the structured items; that is, the response rates on these items range from 63 percent on the two counselor influence items (this will be discussed later) to 100 percent on several others. One low figure (36%) occurred for the open-ended item where students were free to give any additional educational needs and only 59 percent of the students listed their fourth career

TABLE 2

Item Response Rates for Choctaw Students

	Percent Responding
SAMPLES A and B:	
Demographic	94.8-100.0
Academic characteristics	76.2-100.0
Academic performance	83.0- 96.9
Educational aspirations	92.0
Educational influences	62.7- 87.7
SAMPLE A:	
Career choice influences	62.5- 89.4
Parents' occupation/education	78.1- 98.8
Vocational information	100.0
Training participation	96.2- 99.4
Training and career plans	97.5- 98.8
Education and career ideas	96.2- 98.8
Past job and future careers	59.4- 98.8
SAMPLE B:	
Educational priorities	93.8- 99.4
School ratings	87.2- 98.8
School problems	97.6- 99.4
Open-ended	36.0- 84.8

choice. Otherwise, the response rates for most items are typically around the 90 percent level or higher.

The School and Tribal Staff Survey

A survey instrument was designed with items like those in the student questionnaire and administered to 126 school faculty and staff and to 37 tribal education workers to determine their respective views regarding Choctaw educational needs and priorities (See Appendix C).

In the BIA schools, seventy-two percent of the high school teachers, over 93 percent of the elementary and middle school teachers, and all of the school administrators participated in the educational needs survey; 44 teacher aides and educational staff also completed the instrument (see Table 3). In addition, 37 Choctaw Tribal Education workers filled out the survey, making a combined total of 163 educational workers responding to Questionnaire C.

TABLE 3

School Staff Participating in the Educational Needs Survey

	Teachers	Administrators	Teacher Aides and Staff
Choctaw Central (9-12)	18	3	4
Choctaw Central (K-8)	17	2	15
Bogue Chitto (K-8)	9	1	7
Conehatta (K-8)	11	1	6
Red Water (K-8)	9	1	5
Standing Pine (K-6)	4	1	4
Tucker (K-5)	4	1	3
All Schools	72	10	44

As Table 4 shows, the response rates for all structured items are high, ranging from a low of 81 percent to a high of 100 percent; that is, at least 81 percent or more of the school and tribal staffs responded to these items. Also, from 54 to 88 percent of the educational personnel added further comment regarding educational needs in the four open-ended items.

TABLE 4

Item Response Rates for Educational Staffs

	Percent Responding	
Type of Item	School Staff	Tribal Staff
Demographic	92.9-100.0	83.8-100.0
Educational priorities	89.7-100.0	86.5-100.0
Educational information	91.3- 95.2	89.2- 97.3
School ratings	83.3- 99.2	81.0- 97.3
School problems	100.0	100.0
Student problems	100.0	100.0
Open-ended	60.3- 88.1	54.1- 78.4

The Choctaw Adult Interviews

A thirteen percent random sample of 195 Choctaw adults was drawn from the tribal voting lists and was stratified (weighted) on the basis of the population distributions or proportions in the six local Choctaw communities (see Table 5).

TABLE 5

Choctaw Population, Voting Roll, and Sample Distributions by Community

	May 1979 Random Sample		May 1979 Tribal Voting Rolls		1974 Population Estimates*	
	N	%	*N*	%	*N*	%
Pearl River	58	30	464	32	1183	32
Conehatta	29	15	218	15	591	16
Red Water	25	13	184	13	418	11
Bogue Chitto	44	23	299	21	830	23
Tucker	20	10	155	11	349	10
Standing Pine	19	10	138	9	278	8
TOTAL	195	100	1458	100	3649	100

*Source: Choctaw Demographic Survey, March 1975.

The data indicate that the community proportions in the random sample are within 2 percentage points of being exactly the same as those in both the tribal voting lists and the 1974 population estimates and, therefore, provide statistically sound proportional estimates across the various communities; it should be kept in mind, however, that results from the sample can be generalized only to the adult tribal voting population and not necessarily to the Choctaw population as a whole.

The rates in Table 6 show that the Choctaw adult sample responded very well to all the structured interview items; i.e., from 90 to 100 percent completed these items. Also, from 28 to 82 percent gave additional comments regarding educational needs on the four open-ended items.

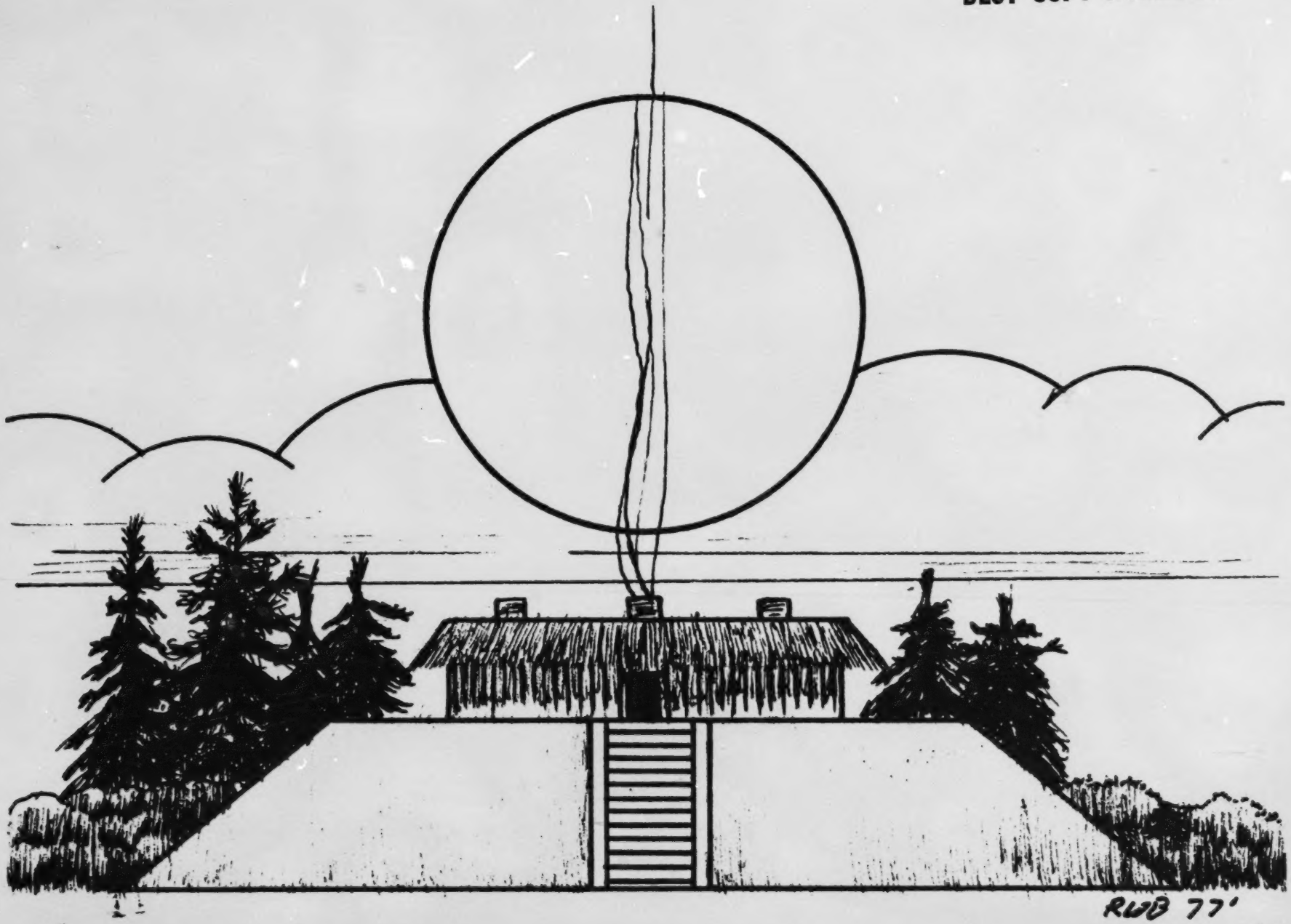
TABLE 6

Item Response Rates for the Choctaw Adult Sample

Type of Item	Percent Responding
Demographic	89.7-100.0
Educational priorities	95.9- 99.5
Adult education priorities	100.0
Vocational training priorities	100.0
Educational information	97.9- 99.5
School ratings	91.3- 97.9
School problems	100.0
New school facility priorities	100.0
Chahta Okla College courses	100.0
Open-ended	27.7- 82.5

Thus, the participation and response rates of all the survey groups are very reasonable and, therefore, enhance the interpretations of the results which follow.

BEST COPY AVAILABLE



Chapter 2

General Characteristics of the Choctaw Schools

In cooperation with the research effort, school officials generated data describing each school in terms of facilities, library, health services, food service, bus service, average daily attendance (ADA), special teaching methods and programs, student/teacher ratio, and various teacher characteristics (e.g., age, sex, ethnicity, education, and experience). The following sections summarize each school's reported data. In addition, this chapter summarizes some general school measures obtained from Choctaw Central School and Agency officials concerning the physical facilities (age of buildings, square footages, and square footage per classroom) of each school and quantitative data regarding the student population, budget expenditures, costs per student, ADA, achievement, and dropout levels measured over time for each school and for the system as a whole.

Standing Pine Elementary Day School

The school in the community of Standing Pine consists of two classroom buildings (with four classrooms in a 57 year old building and two more in another building) and two other buildings nestled among large shade trees. During the past school year (1978-79), school officials reported having 57 students (grades K-6), three teachers (one male) and a male (Choctaw) principal. Two grade levels were assigned to each teacher (K-1, 2-3, 4-5, 6), for an overall student/teacher ratio of 19 to 1. The ages of the staff range from 29 to 64 years, with a mean (arithmetic average) of 41.2 years and median (age of the middle person in the distribution) of 36 years. Their teaching experience ranges from 7 to 47 years, with a mean of 15.8 and a median of 8 years; 58.2 percent of the combined experience has been in Choctaw schools.

The school has identified six students for special education (but has no separate program) and has a Title I reading program for twenty-four students, grades 4-6. The Choctaw Tribe provides a Follow-Through aide and Bilingual aides and teacher for grades K-3, but has had difficulty retaining the Bilingual aide in grades 2-3. Also, the school is served weekly by the systemwide bookmobile and there is no school nurse available. The food service has two cooks who daily serve lunch to an average of 53.4 (of 57) students and breakfast to the Follow-Through students at a total budgeted cost of $31,984, or about $561.12 per student. The bus service cost per student is $439.30.

Tucker Elementary Day School

The community of Tucker has a day school with fifty-seven students, grades K-5. The main building is 59 years old, has two classrooms, a small principal's office, and no staff restrooms or lounge. Two classrooms are separate from the main building and the library contains 650 books. While no average daily attendance records were provided by school officials, about ninety-three percent of the students are bussed at a cost of $450.80 per student; all students are served lunch (also 42 Follow-Through students are served breakfast) at a budgeted cost of $19,578, or about $343.47 a student.

Of the three teachers (ages 36 to 47), one is male and all have bachelor's degrees, have taught for at least three years (one has taught 5 years), and have self-contained classrooms with children from two grade levels (i.e., K-1, 2-3, 4-5); none have had prior teaching experience outside of Choctaw schools. Thus, the student/teacher ratio is 19 to 1. The school has Title I programs for students below grade level in math and reading and the Choctaw Tribe provides programs in the areas of career information, Bilingual education (K-3) and Follow-Through language arts (K-3).

Red Water Day School

The school in the community of Red Water has students in grades K-8 and consists of four main buildings; the largest (20 years old) has five classrooms, a small portable building houses the Title I reading program, P.E. and resource rooms are in a separate building, and band meets in the old school building. The school has a library with 1,878 titles and a small clinic with two examination rooms and two dental offices (a nurse and dentist are on duty twice a week, a doctor makes periodic visits, and there is a full-time community health representative or CHR). The food service employs a head cook and three assistant cooks and has a total budget allocation of $31,984, which amounts to about $343.91 per student. The average daily attendance (ADA) is about 87 (of 93) students, with an average of 6.4 percent absent. Practically all (99%) of the students are bussed at an average budgeted cost of $256.46.

The school is organized so that grades K-3 are self-contained and grades 4-8 are departmentalized. The school provides a resource room for special education and Title I reading and language arts for grades 4-8. The tribe provides Follow-Through and Bilingual programs in grades K-3. Music, sports, P.E. and library are provided for all grades; band and chorus are

available for grades 4-8, and peer tutoring (students helping other students) is utilized. Extra-curricular activities include Scouts, 4-H, student council, and arts and crafts. Parents are invited to spend a day at school and help on field trips, programs, and special events.

Two part-time teachers provide students with music and band and there is a full-time librarian; there are special education and Title I teachers and also five regular teachers. Two of the full-time faculty are male, two are Choctaw, and two have master's degrees. They tend to be fairly young; their ages range from 26 to 51, with a mean of 33.3 years and a median of 27 years. Their teaching experience ranges from 1 to 30.5 years, with a mean of 10.3 years and a median of 7.8 years. Thus, the student/teacher ratio ranges from 15.7 in the departmentalized classes to 23 in the self-contained rooms (K-3), with an overall ratio of 18.6.

Conehatta Day School

The school in the community of Conehatta contains both elementary and middle grades (K-8) and consists of one main building (20 years old) with nine classrooms, one with three classrooms, and a third (42 year-old) building with one classroom; there are in addition, three other buildings. Virtually, all (99%) of the students are bussed to school at a budgeted cost of $446.93 per student. The library has about 3000 titles, and the health service consists of a clinic operated by the CHT (sometimes there is an M.D. for part of one day a week; however, there is currently no school nurse). The food service employs three cooks and serves all 125 students lunch and all K-3 students breakfast at a total cost of $38,662 or about $309.30 a student.

For grades K-3, the tribe provides the school with Follow-Through and Bilingual programs. The Agency provides Title I help in language, reading, and math and offers music and P.E. for the upper grades. Extra-curricular activities include basketball, softball, Scouting, 4-H, and Cheerleading.

During the past year (1978-79), there were seven regular teachers, with one being male (eighth grade level) and only three (42.9%) reported as being Indian. Their ages range from 28 to 60 years, with a mean of 42.7 years and a median of 40; their total teaching experience ranges from 1 to 28 years, with a mean of 12.9 and a median of 8 years. Also, eighty percent of their teaching experience has been in the Choctaw schools.

Bogue Chitto Boarding and Day School

Historically, the school in the community of Bogue Chitto has been and continues to be operated as both a boarding and day school for (165) children in grades K-8. The school facilities consists of an office, a library (with 1700 books), a dorm (6.7% of the students are boarded), a cafeteria (has three cooks and a budget of $44,932, or about $272.32 per student), a maintenance shop and ten classrooms in six different buildings, five of which are from 21 to 49 years of age (the largest building has four classrooms); there are also three other buildings included in the plant. There is a local CHR and community dentist and dental assistant. Over ninety-three percent of the students are bussed at a budgeted cost of $256.99 per student.

The tribe provides Follow-Through and Bilingual programs for grades K-3. Grade 4 is also self-contained but grades 5-8 are departmentalized with each teacher specializing in one major subject area. All grades have music and are supplemented by special education, while Title I provides supplemental services for grades 4-8. Also, students in grades 5-8 may elect to take band. Extra-curricular activities include junior high football, basketball, softball and baseball, 4-H, and class-related field trips.

The 1978-79 staff consisted of ten teachers (2 male), a female librarian, and a male principal (who only served until March). The ages of the staff range from 26 to 60 (all but one are over 30 years of age), with a mean of 44.2 and a median of 45.5 years. Seven (63.6%) have master's degrees and two (18.2%) are reported as being Choctaw. Their total professional experience ranges from 3 to 37.5 years, with a mean of 19.2 and a median of 18.5 years; fifty-eight percent of the experience occurred in Choctaw schools. Thus, the student/teacher ratio in major academic subjects is computed to be 19 to 1, with 16.5 to 1 being the overall ratio.

Choctaw Central School

The community of Pearl River is the location of Choctaw Central School which contains facilities for elementary (K-5), middle (6-8), and high school (9-12) students. Since each level has its own administrative staff and personnel (although some faculty are shared), each will be described separately.

Choctaw Central Elementary School (grades K-5) reports having an ADA in 1978-79 of 187.9 out of 218 students; i.e., on a typical day about fourteen percent of the students are absent. About ninety-five percent of the students were bussed at about $96.85 per student, but none were boarded. In the past school year (1978-79), there were two classrooms for kindergarten, second and third grades, and one classroom for each of grades 1, 4, and 5. All of these nine classrooms were self-contained and music was the only extra-curricular activity provided. The student to teacher ratio in these classes varied from 19 to 1 to 33 to 1, with a mean of 23 to 1 and a mode of 20 to 1 (the most frequent class size).

In regard to the ethnic background of the teaching faculty, five (55.6%) are white (as is the administrator), three are Indian (33.3), and one is black (11.1%). The administrator and one of the nine teachers are male. The ages of the faculty range from 26 to 58, with a mean of 34.2 and a median of 32 years. All of the teachers have completed the bachelor's degree and one has an M.A.; the principal has an Ed.D. degree. The

faculty's teaching experience ranges from 2 to 30 years, with a mean of 10.3 and median of 8.5 years. Three-fourths (74%) of their total years of experience has been in the Choctaw schools and varies between 1 and 27 years, with a mean of 7.6 and a median of 5.5 years.

The Choctaw Middle School (grades 6-8) is temporarily housed in a building that originally accommodated forty dormitory students. As a result, the classrooms are rather small and the hallways are narrow, causing crowded conditions during the time classes are passing. However, officials indicate that students have adjusted to the situation quite well and since the eighth grade load has been reduced (i.e., eighth graders from other communities now stay in their own schools), most classes are accommodated within the rooms that are available. They report, however, that if class loads increase to twenty students, it would be "overcrowded" in the rooms. There are also four portable units which house the industrial arts, home arts, and science labs. These are in close proximity to the main building and are generally in good condition and well taken care of. Classrooms in the main building are carpeted to keep noise at a minimum and all facilities are air conditioned. The middle school students share the library (9,815 volumes) with the elementary students and the cafeteria, music building, and gymnasium with other departments on campus. All of these buildings have been completed in the last ten years and are up to date.

School officials report having an ADA in 1978-79 of 129.6 (out of 143) students; this represents about a 9.4 percent absenteeism figure (the average percent absent in 1977-78 was 10.8 and in 1976-77 was 9.6). During the past year (1978-79), only one 8th and four 7th graders were classified as dropouts (an overall rate of 5.2%). Over thirteen percent of all the middle school students were assigned to special education; i.e., grade six (6.4%), grade seven (18.8%) and grade eight (12.5%). About ninety-eight percent of the middle school students were bussed at a budgeted cost of $96.85 per student and only one student was classified as a boarder (this percent dropped considerably from prior years when eighth graders were not kept in their own community schools).

The health service includes a school nurse adjacent to the principal's office; however, these services are shared by all three departments of Choctaw Central School. The Choctaw Health Center is located about two blocks away and provides the students with dental care, emergency care, and specialists. In the afternoon, a general clinic is held. Students who need medical care above what the nurse can provide are seen by appointment.

The middle school is organized on a departmental basis. Each grade is homogeneously grouped on the basis of the students' achievement scores as well as teacher observation. There are three groups within each grade and one section which has a combination of 7th and 8th graders who are over-aged, retained students. The Title I program requires that students are grouped according to their ability, which helps reinforce the grouping pattern, especially in the math, language arts, and reading classes. Within each group, teachers do further grouping, so that students can receive more individual attention and work at their own level of ability. In addition, the middle school employs a "positive reinforcement" program to assist students with discipline, finishing assignments, and developing positive behavior and attitudes. Teachers award points for expected behaviors which students can "spend" or "buy" privileges or small items from a "store." Extra-curricular activities include a bus patrol, chess club, 4-H, homemaking club, Indian club, library club, pep club, cheerleaders, school paper, stamp club, and student council.

The background characteristics of the twenty-two middle school faculty indicate that ten (45.5%) are male, that five (22.7%) are Indian (three of these are Choctaw), and that the ages range from 25 to 57 years, with a mean of 35.2, a median of 33 and a mode of 28 years. All have attained at least a bachelor's degree and eight (36.4%) have received a master's. Their total prior experience ranges from 0 to 30 years, with a mean of 8.4 and a median and mode of 6 years. About fifty-six percent of this teaching experience has been in Choctaw Central Middle School. Interestingly, only fourteen (63.6%) of the faculty were employed by the school for the entire school year (1978-79). Also, the overall student/teacher ratio for the 7th and 8th grades is reported to be 16 to 1, but academic classes average 17, elective courses 12, and music and P.E. classes average 20 students.

Choctaw Central High School was opened in November of 1964 and completed in August 1965. Data provided by school officials indicate that the average daily attendance in 1978-79 was 231.5 (out of 297) students. This amounts to an average absenteeism rate of 22.1 percent. In addition to library, counseling, special education, and athletic staff, the high school employs twenty teachers. Their ages vary from 22 to 52 years, with a mean of 35.6 and a median of 34.5 years. Their total experience ranges from 1 to 25 years, with a mean of 9.5 and a median of 8 years. About half (48%) of their total teaching experience has been in Choctaw schools and about sixty-four percent of the teachers have received a master's degree. Half of the teachers are counted as a full academic weight of 1.0, while those teaching elective courses are counted as .5 in determining the student/teacher ratio (i.e., the twenty teachers are counted as 15). This figure with a total of 297 students yields a ratio of 19.8 to 1, while using the net student membership figure of 258 yields a ratio of 17.2 to 1. However, a more realistic figure can be obtained by simply using the average of these two figures, or 18.5 to 1.

The courses of study at the high school level are departmentalized and electives include such classes as art, drafting, architectural drawing, industrial arts,

driver's education, health, band, music, chorus, home economics, bookkeeping, and typing. In addition to a wide variety of extra-curricular activities, school officials indicate a number of special methods, courses, and innovations. Some general innovations include: proposals submitted for a Title I Learning Center and for Ethnic Studies; development of new school rules (draft), teacher evaluation instrument, problem and curriculum survey, teacher survey on attitudes toward individualized instruction, and revised curriculum; and compliance with Public Law 94-142. Specific teaching methods and training include: training for implementing PL 94-142; proposal for Sustained Silent Reading Program; staff development workshop on individualization; and individualized instruction in home economics, business education, and manual arts. Bilingual education programs include: the development of the Fry Readability Graph, a skills continuum in reading comprehension, a basic skills continuum in 9th and 10th grade language arts, a skills continuum in written composition, a contract approach in upper level English courses, a Choctaw Central Writing Inventory, and criteria for selecting textbooks for bilingual students. Cultural studies and activities include two cultural classes, Choctaw History, *Anop* and *Nanih Waiya* magazines, developmental English, dorm wall murals, art show, Choctaw heritage Christmas tree project, and Indian Chorus. In addition, minicourses were offered in the spring of 1979 on the following topics: alcohol and drug abuse education, tree planting, conservation week, basic skills courses, ecology, values classification, firearms safety, and canoeing.

The Choctaw Central School physical plant has eight classroom buildings and six other structures; the main classroom buildings themselves tend to be the largest on the reservation. Also, the budgeted cost per student in 1978-79 was $96.85 for bus service and $193.12 for food service; both figures are the lowest among all schools in the system. The food service has one cook foreman, three head cooks, three assistant cooks, and two food service workers who served a total of 150,918 meals in 1978-79, 54.3 percent of which were for the elementary, middle, and senior high school students. In 1977-78, the Choctaw Central High School library had 7,109 volumes and this figure has remained stable at about this level since 1974-75.

Physical Facilities of Choctaw Schools

In regard to the number and square footage of school classrooms, Table 7 shows that the main classroom buildings in Tucker and Standing Pine are quite old (59 and 57 years of age), whereas those in Bogue Chitto, Conehatta, and Red Water tend to be newer and of the same vintage (20-21 years); the main classroom building in Pearl River is the newest (9 years). The total square footage merely shows the approximate size of the educational facilities. Of more interest is the ratio of total classroom building square footage to number of classrooms (i.e., classroom building square footage per classroom). The data indicate that the greatest square footage per classroom is found in the Choctaw Central facilities (1,721), followed by Conehatta (1,460), Red Water (1,421), Standing Pine (1,404), Tucker (1,368), and Bogue Chitto (1,315).

TABLE 7

Classroom Facilities of Choctaw Schools

	Number of Buildings	Number of Classrooms	Total Sq. ft.	Sq. ft. per Classroom	Age of Largest Building
Choctaw Central	8	53	91,207	1721	9
Bogue Chitto	5	11	14,465	1315	21
Conehatta	3	13	18,978	1460	20
Red Water	4	13	18,475	1421	20
Tucker	4	7	9,576	1368	59
Standing Pine	2	6	8,424	1404	57

Source: Choctaw Agency Education Facilities Manager

The number, age, and square footage of buildings and classrooms do not tell the entire story, however. Choctaw school administrators (or their representatives) were asked to rank the overall physical facilities of the four junior high and six elementary schools. Reliability checks for each type of ranking resulted in coefficients of .90 for the junior high rankings and .97 for the elementary school rankings. The junior high school results indicate that Red Water received the highest average rank for (the best) physical facilities (1.6 on a scale of 4), followed by Choctaw Central (2.1), Bogue Chitto (3.0), and Conehatta (3.3). In evaluating the elementary school facilities, school administrators give the highest average rank to Choctaw Central (1.6 on a six point scale), followed by Red Water (1.7); two elementary schools are ranked in the middle, Conehatta (3.6) and Bogue Chitto (3.7); the

TABLE 8

Actual Cost per Student for Total Expenditures, Food Service and Bus Service, 1976-77 and 1977-78

	Total Expenditures		Food Service		Bus Service	
	1976-77	1977-78	1976-77	1977-78	1976-77	1977-78
Choctaw Central	1969.71	2161.26	245.99	279.99	85.47	97.58
Bogue Chitto	2248.65	2295.90	357.98	418.03	294.91	291.97
Conehatta	2297.09	2445.87	389.88	493.88	376.84	434.45
Red Water	1666.99	2012.15	367.08	472.32	261.04	341.08
Tucker	1489.71	2019.92	405.36	632.05	429.20	397.10
Standing Pine	1862.75	2429.07	492.54	620.04	331.87	329.78
All Schools	2063.78	2327.90	303.91	351.02	184.83	202.03

Source: Choctaw Agency Records

lowest ranks are given to Tucker (5.1) and Standing Pine (5.4).

Food and Bus Service Expenditures for Choctaw Schools

Data from 1976-77 and 1977-78 (1978-79 figures were incomplete) regarding the food and bus service expenditures for each of the Choctaw schools were analyzed and converted to cost per student figures (see Table 8). The data indicate that overall, the food service constitutes about fifteen percent of the total educational expenditures in both years; this value varies, however, from a low of thirteen percent at Choctaw Central (12 percent in 1976-77) to over thirty-one percent at Tucker (27 percent in 1976-77). On the other hand, the bus service constitutes only about nine percent of the total expenditures in both years. These figures vary greatly by school, however; i.e., from a low of 4.5 percent at Choctaw Central in 1977-78 (4.3 percent in 1976-77) to a high of twenty percent at Tucker in 1977-78 (29 percent in 1976-77). Similar to the findings regarding transportation costs (see Education Evaluation: the Choctaw and Chitimacha Schools–Final Report, 1973), the data generally indicate relatively higher costs of food and bus services for schools in sparsely populated areas.

Student Population and Costs Among Choctaw Schools

Data were obtained from the Choctaw Agency regarding budget expenditures and student population for the past 14 years (1965-66 to 1978-79) from which cost per student figures were derived (see Table 9). During the first eight years of the 14 year period, the student population increased from a low of 1,062 in the school year 1965-66 to a high of 1,388 in 1972-73; however, the following year it began dropping to a low of 1,108 in 1976-77 (see Figure 1). In the last two years the levels have increased slightly, but are still lower than 1966-67 levels. Thus, after a steady increase in the first half of this period, there has been a decrease in student population in the last several years; that is, the data from 1972-73 to the present indicate a sharp reduction in student population. While the exact causes are unknown, this trend certainly is somewhat characteristic of that in the larger society.

On the other hand, the expenditures during the same period show a tremendous increase from $778,744 to over 2.8 million dollars. This represents a 225 percent increase in actual cost per student, or an increase from $733.28 in 1965-66 to $2,382.80 in 1978-79 (the latter figure for 1978-79 is only the projected budget figure; actual expenditures are greater, but are not yet available). It must also be pointed out that the cost per student figures from 1972-73 to 1978-79 differ from those in prior years in that they do not include the overhead costs for the Choctaw Agency educational administration; i.e., these costs were included in each school's allocation prior to 1972-73. Thus, only the cost/student figures over the past seven years are comparable. It is also precisely during these seven years that school enrollments have declined.

Using the past seven years of data, the cost per student amounts are very well represented by the line:

$Y = 228.3339 X - 449,400.9043$

where Y is the predicted cost/student value

and X is the year

This (regression) line yields an R^2 value (or batting average) of .982, which means that it predicts, almost perfectly, the cost per student over the past seven years (see Figure 2). Extrapolating to 1980, the line predicts a cost/student of $2,700.22 ± $61.43 (i.e., the cost per student for 1980 should fall between $2,638.79 and $2,761.65).

FIGURE 1

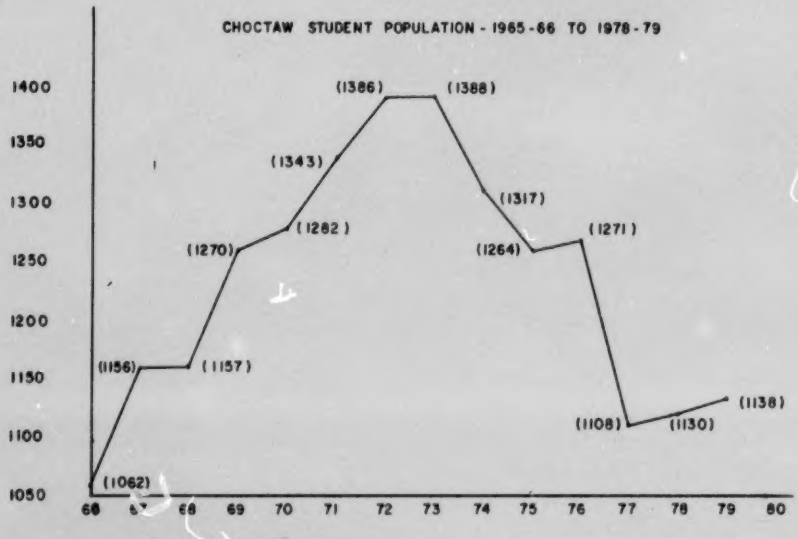


TABLE 9

Budget, Cost per Student, Student Population and Allocation for Choctaw Schools, 1965-66 to 1978-79

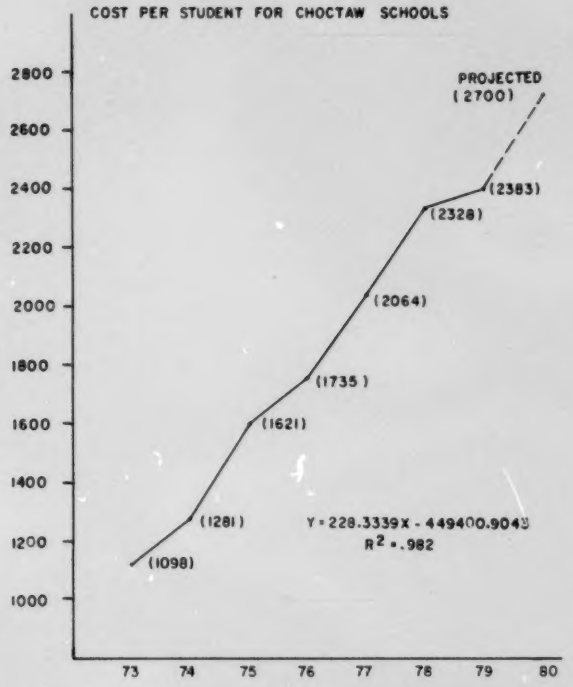
		1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979*
Choctaw Central	Budget	326,618	395,757	449,396	572,683	734,577	962,467	1,096,515	869,982	926,899	1,138,919	1,231,022	1,303,947	1,456,688	1,397,111
	Cost	694.93	697.98	742.80	869.02	1050.90	1346.11	1456.20	1188.50	1367.11	1699.88	1684.02	1969.71	2161.26	2176.19
	No. of Students	470	567	605	659	699	715	753	732	678	670	731	662	674	642
	% of Average Allocation	94.8	95.3	96.8	102.4	100.1	107.0	111.5	108.3	106.8	104.9	97.1	95.4	92.8	91.3
Pearl Chitto	Budget	156,482	163,928	138,182	165,588	202,527	237,412	242,592	216,838	250,539	289,925	295,305	310,314	335,201	391,740
	Cost	798.38	853.79	803.38	871.52	1137.79	1311.67	1283.56	1106.32	1278.26	1584.29	1778.95	2248.65	2295.90	2374.18
	No. of Students	196	192	172	190	178	181	189	196	196	183	166	138	146	165
	% of Average Allocation	108.9	116.5	104.7	102.7	108.4	104.3	98.3	100.8	99.8	97.7	102.5	109.0	98.6	99.6
Conehatta	Budget	148,153	154,893	143,601	168,357	202,648	242,694	234,637	183,948	217,952	280,335	272,256	277,948	295,950	303,031
	Cost	779.75	832.76	802.24	825.28	1113.45	1251.00	1128.47	901.71	1123.46	1548.81	1745.23	2297.09	2445.87	2424.25
	No. of Students	190	186	179	204	182	194	191	204	194	181	156	121	121	125
	% of Average Allocation	106.3	113.6	104.6	97.3	106.1	99.5	94.1	82.2	87.7	95.6	100.6	111.3	105.1	101.7
Red Water	Budget	65,590	52,835	62,901	79,010	101,571	115,711	112,782	81,000	101,377	121,336	132,590	131,692	146,887	211,791
	Cost	728.78	574.29	698.90	752.48	986.13	988.98	1074.11	716.81	921.61	1189.57	1325.90	1666.99	2012.15	2271.95
	No. of Students	90	92	90	105	103	117	105	113	110	102	100	79	73	93
	% of Average Allocation	99.4	78.4	91.1	88.7	93.9	78.6	82.2	65.3	72.0	73.4	76.4	80.8	86.4	95.3
Standing Pine	Budget	40,337	41,197	48,099	46,410	58,245	70,085	76,710	62,930	75,679	90,183	100,727	96,863	131,170	144,965
	Cost	661.26	698.25	728.77	692.69	832.07	934.47	913.21	828.03	934.31	1431.48	1736.67	1862.75	2429.07	2588.66
	No. of Students	61	59	66	67	70	75	84	82	81	63	58	52	54	56
	% of Average Allocation	90.2	95.3	95.0	81.6	79.3	74.3	69.9	75.4	73.0	88.3	100.1	90.3	104.3	108.6
Tucker	Budget	41,564	38,446	45,284	45,492	46,416	60,852	47,076	53,729	56,509	52,568	95,749	83,424	125,235	124,143
	Cost	755.71	640.77	1006.31	1010.93	928.32	997.57	735.56	880.80	974.29	808.74	1595.82	1489.71	2019.92	2177.95
	No. of Students	55	60	45	45	50	61	64	61	58	65	60	56	62	57
	% of Average Allocation	103.1	87.4	131.2	119.1	88.4	79.3	56.3	80.3	76.1	49.9	92.0	72.2	86.8	91.4
All Choctaw Schools															
	Budget	778,744	847,056	887,463	1,077,540	1,345,984	1,689,221	1,810,312	1,523,388	1,686,624	2,048,556	2,205,434	2,286,663	2,630,531	2,711,623
	Cost	733.28	732.75	767.04	848.46	1,049.91	1,257.80	1306.14	1097.54	1280.66	1620.69	1735.20	2063.78	2327.90	2382.80
	No. of Students	1062	1156	1157	1270	1282	1343	1386	1388	1317	1264	1271	1108	1130	1138

Source: Choctaw Agency School Records
*Estimate: June, 1979

Next, one can see how each of the schools have faired in the budget allocation process over the past 14 years. To make this task more straight forward, the cost/student ratio for each school has been divided by that for the system as a whole, so that one can observe

FIGURE 2

COST PER STUDENT FOR CHOCTAW SCHOOLS



directly for each year the amount that was allocated to each school, expressed as a percent of the system-wide cost/student value. Thus, a percent less than 100 would occur if that school was allocated an amount that was less than the system-wide cost/student value; a percentage greater than 100 would occur when a school was successful in obtaining more than the overall average allocation per student. Table 9 indicates that this derived percentage varies from school to school and from year to year in the same school. Both the highest (131.2%) and lowest values (49.9%) occur in Tucker in 1967-68 and 1974-75 respectively. This would indicate that Tucker's allocation of funds in 1967-68 was 131.2 percent of the average amount for the system that year and in 1974-75 was less than half the average allocation.

Computing the fourteen year average of the percentages of allocated funds for each school, reveals a two-level hierarchy. That is, from 1966 to 1978, three communities have received allocations of funds above the system average; these are Bogue Chitto (104.0%) Choctaw Central (101.0%), and Conehatta (100.3%). The other three communities have not been as successful and have tended to receive allocations of only about 82 to 86 percent of the system average; i.e., Tucker (86.3%), Standing Pine (85.9%), and Red Water (81.8%).

Another way to view this is to see how many years over this 14 year period each school has received an allocation that was above the system average for that year. Virtually the same results are observed; i.e., Bogue Chitto (9 years above the system average), Conehatta (8 years), Choctaw Central (7 years), Tucker (3 years), and Standing Pine (3 years). It should be noted that in 14 years, Red Water has never received a budget allocation at or above the system average. While these patterns appear to be indicative of some tendencies toward systematic under- and over-funding of schools, further and more precise analyses of these and other data should be undertaken to make the whole process of budget allocations among Choctaw schools more rational and to reduce some of the unnecessary allocation discrepencies that occur.

Average Daily Attendance (ADA) Among Choctaw Schools

Average daily attendance (ADA) records are available from 1965-66 to 1973-74 (see Table 10) and are used to derive a rough figure of the percent of enrolled students not attending school each year for each school in the system. For example the student enrollment at Choctaw Central in 1965-66 was 470, with an ADA of 392; dividing the ADA by the population would give an average proportion in attendance (.834) and subtracting this value from 1.0 would yield an average proportion not attending, or a value of .166 (converted to a percent). The percent not attending school in 1965-66 varies from a low of 3.2 percent at Conehatta to a high of 26.2 percent at Standing Pine. The pattern is somewhat easier to see when comparing the 14 year averages among the various schools. By far, the school with the greatest average percentage of enrolled students not attending is Bogue Chitto (20.4%), followed by Choctaw Central (14.9%), Standing Pine (11.6%), Red Water (11.4%), Conehatta (10.9%), and Tucker (9.2%).

However, the ADA figures themselves may be very much subject to error and also, the derived figures are not very precise measures of absenteeism, since they do not clearly distinguish between students who are absent from those who are defined as dropouts at the end of the year. At best, they give only a rough idea of how many or what percent of the enrolled students are not attending school during a particular school year.

Choctaw Student Achievement

The tremendous difficulties in academic achievement in Choctaw Agency schools are clearly illustrated in Table 11, which indicates that over the past seven years, from as low as 62 to as high as 98 percent of the Choctaw students in various grades are below grade level at the end of the school year; overall, the seven year averages show that from 73 to 87 percent of the Choctaw students are achieving below grade level. It

TABLE 10

Student Population, ADA, and Percent Not Attending School, 1965-66 to 1973-74

		1966	1967	1968	1969	1970	1971	1972	1973	1974
Chactaw Central	No. of Students	470	567	605	659	699	715	753	732	678
	ADA	392	503	518	552	587	615	643	625	567
	% Absent	16.6	11.3	14.4	16.2	16.0	14.0	14.6	14.6	16.4
Bogue Chitto	No. of Students	196	192	172	190	178	181	189	196	196
	ADA	147	143	131	140	153	145	156	160	165
	% Absent	25.0	25.5	23.8	26.3	14.0	19.9	17.5	15.8	15.8
Conehatta	No. of Students	190	186	179	204	182	194	191	204	194
	ADA	184	181	176	161	158	171	161	176	165
	% Absent	3.2	2.7	1.7	21.1	13.2	11.6	15.7	13.7	14.9
Red Water	No. of Students	90	92	90	105	103	117	105	113	110
	ADA	74	78	79	87	94	102	97	103	107
	% Absent	17.8	15.2	12.2	17.1	8.7	12.8	7.6	8.8	2.7
Standing Pine	No. of Students	61	59	66	67	70	75	84	82	81
	ADA	45	54	53	58	64	72	76	76	75
	% Absent	26.2	8.5	19.7	13.4	8.6	4.0	9.5	7.3	7.4
Tucker	No. of Students	55	60	45	45	50	61	64	61	58
	ADA	52	53	43	40	46	56	56	55	51
	% Absent	5.4	11.7	4.4	11.1	8.0	8.2	12.5	9.8	12.1
All Choctaw Schools	No. Students	1062	1156	1157	1270	1281	1343	1386	1388	1317
	ADA	894	1012	1000	1038	1102	1161	1189	1195	1130
	% Absent	15.8	12.5	13.6	18.3	14.0	13.6	14.2	13.9	14.2

Source: Choctaw Agency School Records

also appears that, except for the grades 5 and 6, the higher the grade, the larger the percentage of students that are below grade level.

TABLE 11

Percent Below Grade Level on California Achievement Tests, 1972-73 to 1978-79

Grade Level	1973	1974	1975	1976	1977	1978	1979	Total
3					94.2	61.5	72.8	76.2
4	83.9	82.8	81.9	70.6	72.8	48.1	68.5	72.7
5	97.7	80.6	81.9	75.7	97.8	73.7	84.3	84.5
6	87.2	90.6	84.8	77.7	84.6	86.0	88.3	85.6
7	89.8	75.0	83.7	71.9	90.3	79.3	89.6	82.8
8	76.8	82.9	80.7	78.0	85.5	74.2	82.1	80.0
9	92.6	84.2	93.2	84.4	95.0	76.8	85.0	87.3
10	88.2	83.0	80.7	71.4	93.8	84.9	82.8	83.5
11	86.1	83.7	76.7	78.4	89.7	85.7	81.8	83.2
12	91.4	87.8	85.0	73.9	89.7	80.0	93.2	85.9
Total	88.9	83.5	83.4	76.1	88.6	74.8	82.5	82.5

Source: Choctaw Agency School Records

The data by grade level over the past three years (see Table 12), shows that in 1977 there was only one grade (the 4th grade in Pearl River) achieving up to grade level. The fourth grade in Pearl River also tested out at grade level in 1978 and 1979. Also at grade level in 1978 and 1979 was the Tucker third grade; Standing Pine and Red Water third grades were at grade level in 1979. All other grades in all schools tend to be below grade level.

At the 5th grade level, students from Bogue Chitto (4.4) and Pearl River (3.6) had the highest average grade equivalents in 1977; however, the highest in 1978 and 1979 were Red Water and Pearl River. The sixth grade students from Conehatta (5.5) and Bogue Chitto (4.8) showed the highest average grade equivalents in 1977; the highest in 1978 were Bogue Chitto (4.8) and Pearl River (4.2) and in 1979 Bogue Chitto, Pearl River, and Red Water (4.5). At the 7th grade level, the highest average grade equivalents occurred in Conehatta and Bogue Chitto in 1977 and 1978 and in Bogue Chitto in 1979. In 1977 and 1978 only Conehatta and Pearl River had eighth grades and in both years Conehatta had the highest average grade equivalent. During the past year, Bogue Chitto also had an eighth grade and they, along with Conehatta, had higher grade equivalents than did those from Pearl River.

An observed trend is for students in the higher grades to be further below grade level than those in the lower grades; this occurs despite the fact that more students (presumably the less academically gifted) tend to dropout at the higher levels. That is, the higher the grade level attended, the further students are below grade level, to the point that students in the 12th grade are four or more years below grade level.

A final interesting point in Table 13 is the fact that over the past three years in Choctaw schools, the deficiency between students' actual achievement (as measured by grade equivalents) and their grade level has been reduced in the elementary grades (3-5). This tendency also occurs in grades 8, 9, and 10. The number of years below grade level tends to fluctuate over the last three years in grades 6, 7, and 11; however, the 12th grade average actually increased from 4.0 to 4.4 years below grade level.

Elementary School Effects on Student Performance

The elementary and junior high schools attended

TABLE 12

Choctaw School Comparisons of Spring California Achievement Test Grade Equivalents for 1977 to 1979

	Grade Level	Choctaw Central	Conehatta	Bogue Chitto	Red Water	Standing Pine	Tucker	Total	Years Below Grade
1979	3	2.5	1.6	1.8	3.3	3.0	3.2	2.3	1.6
	4	4.2	3.5	3.5	3.4	2.8	2.8	3.6	1.3
	5	4.3	4.0	3.5	4.5	3.8	3.5	3.9	2.0
	6	4.5	4.2	4.5	4.5	4.2		4.4	2.5
	7	4.7	4.3	6.2	4.5			4.8	3.1
	8	6.2	7.2	7.3	6.5			6.5	2.4
	9	6.9						6.9	3.0
	10	7.7						7.7	3.2
	11	8.6						8.6	3.3
	12	8.5						8.5	4.4
1978	3	2.3	1.9	1.7	2.8	2.4	3.4	2.2	1.7
	4	4.3	3.2	2.5	3.7	3.6	3.0	3.5	1.4
	5	4.0	3.9	3.2	4.2	3.9	3.6	3.8	2.1
	6	4.2	3.7	4.8	3.7	3.7		4.1	2.8
	7	5.0	5.6	5.4	5.1			5.2	2.7
	8	6.2	6.4					6.3	2.6
	9	6.4						6.4	3.5
	10	7.6						7.6	3.3
	11	8.1						8.1	3.8
	12	8.5						8.5	4.4
1977	3	2.2	2.4	2.0	2.1	2.2	1.9	2.1	1.8
	4	4.6	3.5	2.6	2.6	2.8	2.6	3.3	1.6
	5	3.6	3.1	4.4	3.5	3.2	3.1	3.5	2.4
	6	4.3	5.5	4.8	4.3	4.7		4.5	2.4
	7	4.8	5.8	5.6	5.3			5.0	2.9
	8	5.4	6.2					5.5	3.4
	9	6.0						6.0	3.9
	10	7.4						7.4	3.4
	11	8.5						8.5	3.4
	12	8.9						8.9	4.0

Source: Choctaw Agency School Records

were ascertained for all the students in the study sample (grades 7-12); thus, differences in students' current and recent school performances are found by comparing them based on the particular schools they previously attended. For example, students who earlier attended elementary school outside the Choctaw Agency tend to aspire to more education (want more education) than do all other students, especially those who attended Tucker School; however students coming in from outside the area tend to be older, high school students. Students who attended elementary school in Standing Pine and Conehatta later show greater absenteeism than do other students during the 1978-79 school year; those who attended elementary schools outside the area, in Standing Pine, and in Conehatta later tend to be absent more during the 1977-78 school year. Before that, students who attended elementary school at Tucker were absent

TABLE 13

Spring Reading, Language, Math and Total Battery Grade Equivalents on the California Achievement Tests, Choctaw Agency Schools, 1977-79

Grade Level	Reading			Language			Math			Total Battery			Years Below Grade Level On Total Battery		
	1977	1978	1979	1977	1978	1979	1977	1978	1979	1977	1978	1979	1977	1978	1979
3	2.0	2.1	2.0	1.7	2.0	2.1	2.3	2.5	2.9	2.1	2.2	2.3	1.8	1.7	1.6
4	3.1	3.4	3.5	3.4	3.2	3.4	3.4	3.6	3.8	3.3	3.5	3.6	1.6	1.4	1.3
5	3.1	3.6	3.9	3.6	3.5	3.5	3.7	4.2	4.0	3.5	3.8	3.9	2.4	2.1	2.0
6	3.8	4.0	4.0	4.7	3.5	4.0	4.9	4.6	4.9	4.5	4.1	4.4	2.4	2.8	2.5
7	4.1	4.8	4.7	5.3	4.5	4.1	5.5	5.7	5.5	5.0	5.2	4.8	2.9	2.7	3.1
8	4.8	5.5	5.6	5.8	5.3	6.2	5.9	7.2	7.0	5.5	6.3	6.5	3.4	2.6	2.4
9	5.2	6.0	6.0	6.8	5.3	6.4	6.4	7.4	7.5	6.0	6.4	6.9	3.9	3.5	3.0
10	6.4	7.5	7.0	8.3	7.0	6.7	7.0	7.9	8.1	7.4	7.6	7.7	3.4	3.3	3.2
11	7.2	8.0	8.2	9.9	8.2	9.0	7.7	8.2	8.5	8.5	8.1	8.6	3.4	3.8	3.3
12	8.8	8.8	8.2	10.1	9.1	9.8	8.1	8.0	8.1	8.9	8.5	8.5	4.0	4.4	4.4

Source: Choctaw Agency School Records

more than other students during both the 1974-75 and 1975-76 school years.

In terms of academic performance during the past year (1978-79), students who attended grade school outside the area and in Red Water now get significantly higher grade point averages than do other students, especially those who attended grade school in Conehatta and Standing Pine. In regard to 1979 scholastic achievement, students who earlier attended grade schools outside the Choctaw Agency and in Tucker now score significantly higher in the area of reading than do other students, especially those who attended grade school in Standing Pine and Conehatta. In the area of language, students who attended grade schools outside the area, in Bogue Chitto, and in Pearl River show higher scores than others, especially those who attended Standing Pine and Red Water grade schools.

Scholastic achievement scores in 1978 tend to show a similar pattern. Again, in the area of reading, students who attended elementary schools outside the area and in Tucker later have higher scores than do others, especially those who attended Standing Pine, Conehatta, and Red Water grade schools. Also, students who attended grade schools outside the agency, in Bogue Chitto, or in Tucker have higher scores in language than do other students, especially those who attended Standing Pine and Red Water. There are also significant differences in the math scores; i.e., students who attended lower grades outside the area or in Conehatta later have higher math scores than do other students, especially those who attended Standing Pine. On the national percentiles for the total battery of tests, students who attended elementary grades outside the Choctaw area and in Tucker and Pearl River have higher scores than do other students, especially those from Standing Pine; local percentiles for the total battery of tests indicate that students who attended grade schools outside the area or in Bogue Chitto and Tucker later on have significantly higher achievement than do other students, again, especially higher than those obtained by students from Standing Pine.

Junior High School Effects on Student Performance

Students who attended junior high school outside the Choctaw Agency later tend to have higher educational aspirations than do other students; again however, this may be due to the fact that such students tend to be older. Such students also tended to be absent from school in 1977-78 more than did other students, especially more than those who attended junior high in Red Water.

Regarding academic performance during the past year (1978-79), students who earlier attended junior high in Conehatta now have lower reported and actual grade point averages than do other students, especially those who attended junior high in Bogue Chitto. In terms of scholastic achievement, the differential impact of the junior high school attended appears to be of less magnitude than that of elementary schools; i.e., only language scores appear to be significantly different. Thus, in 1979, the language scores of students who have attended or are now attending junior high in Bogue Chitto are higher than those of other students, especially those of students from Red Water. In 1978, virtually the same pattern occurs; students who attended junior high outisde the Choctaw area or in Bogue Chitto later have significantly higher language scores than do other students, especially those who attended junior high in Red Water.

Choctaw Student Dropout Rates

The only institutional data available concerning student dropouts are those found in an ongoing study conducted (by L. Bacon) at Choctaw Central School (see Table 14). The data indicate that the dropout rate for the entire school varies from 3.1 in 1968-69 to a high of 10.4 in the past school year (1978-79) and has averaged 9.7 percent over the past 13 years.

TABLE 14

Choctaw Central School Dropout Number and Overall Rates, 1966-67 to 1978-79

	Elementary	Middle	Senior High	Total	Total Dropout Rate
1966-1967	0	15	30	45	7.9
1967-1968	3	3	16	22	3.6
1968-1969	2	7	10	19	3.1
1969-1970	7	11	30	48	7.9
1970-1971	3	14	24	41	5.7
1971-1972	7	6	39	52	6.9
1972-1973	4	10	56	70	9.6
1973-1974	2	5	21	28	4.1
1974-1975	0	11	32	43	6.0
1975-1976	2	8	45	55	7.5
1976-1977	0	11	32	43	6.1
1977-1978	2	6	49	57	7.8
1978-1979	0	4	63	67	10.4
Total	32	111	447	590	9.7

Source: Choctaw Central School Dropout Study, 1978.

What the data show but is not reported by the school is the fact that only 5.4 percent of the dropouts occur in elementary school, 18.8 percent occur in the middle school and over three-fourths (75.8%) of them are found in the high school; this suggests that the dropout rate for high school students is much higher than for the school as a whole. Reorganizing the data with only the high school population figures (only those for 1971-72 to 1978-79 were available) shows this very clearly (see Table 15).

That is, the dropout rate for Choctaw high school students ranges from 8.8 to 21.6 percent, with an eight year average of 15.8 percent. These data also show a greater upward trend than do the combined data from

TABLE 15

High School Dropout Number and Rates, 1971-72 to 1978-79

School Year	Number*	Rate
1971-72	39	14.2
1972-73	56	21.6
1973-74	21	8.8
1974-75	32	14.3
1975-76	45	17.4
1976-77	32	11.1
1977-78	49	16.8
1978-79	62	21.2
Overall	337	15.8

*Source: Choctaw Central Dropout Study, 1978.

the whole school (grades K-12); this trend of increasing dropouts is greater still from 1974 on. Thus, the dropout rate is much greater for older than for younger students and, while tending to increase generally for the entire student body, the dropout rate is increasing even more rapidly for high school students, especially since 1974.

Another important point shown in Table 16 is that, over the four year period from 1971-72 to 1974-75 (these are the only years data were available in this form), the dropout rate tends to be the highest for high school freshmen (18.8%) and juniors (16.5%), followed by sophomores (11.0%) and seniors (10.5%). The dropout rates during these years range from a low of 2.4 percent for seniors in 1975 to a high of 30.3 percent for freshmen in 1973.

TABLE 16

High School Dropout Number and Rates by Grade Level, 1971-72 to 1974-75

Grade Level	1972		1973		1974		1975		Four Year Average
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	
9	18	18.2	27	30.3	8	8.7	16	18.4	18.8
10	3	4.5	10	14.5	7	12.7	8	12.7	11.0
11	10	16.9	11	20.4	4	8.3	7	21.2	16.5
12	8	16.0	8	17.0	2	4.7	1	2.4	10.5
Total	39	14.2	56	21.6	21	8.8	32	14.3	15.8

Source: Choctaw Agency School Dropout Study, 1975

BEST COPY AVAILABLE

Chapter 3

Demographic and Academic Characteristics of the Choctaw Student Sample

In addition to general background information from the two questionnaires, data were also obtained from the BIA schools regarding some academic characteristics of the Choctaw student sample. Since one half of the students were randomly selected to complete the vocational needs assessment instrument (questionnaire A) and the other half filled out a more general educational needs instrument (questionnaire B), no significant differences (other than that expected by chance) were anticipated. Thus, if no large number of differences exist, data from both samples (A and B) can be combined, analyzed, and reported as representative of the entire student population (grades 7-12). In fact, this is what occurred. Only one out of fifty comparisons was statistically significant when two or three could be expected by random chance; that is, due to random fluctuation, 2 or 3 differences may be found significant even when no real differences exist. Thus, in one instance, it appears that on the average, sample A students (those completing the vocational needs assessment) report having slightly lower educational aspirations (13.8 years of education) than do students completing the more general educational needs assessment (14.6 years), but this single result could simply be due to random fluctuation. In any case, since the two samples appear to be alike in every other respect, the data obtained from them will be combined to examine Choctaw students': 1) demographic information, 2) academic characteristics, 3) academic performance, 4) educational aspirations, 5) parental and school influences on educational aspirations, 6) male and female differences, 7) grade level differences, and 8) school differences.

Demographic Information

Since virtually all (99%) of the 324 junior and senior high students responding to questionnaires A and B are Choctaw, they will be referred to as the Choctaw student sample. Of these, 160 (or 49.4%) are male and 164 (50.6%) are female and their ages range from 12 to 22 years, with all but 5 students being under twenty. The most frequent age is 14 (21 percent of the students); 18 percent are 15 years of age, 15 percent are 13 years, 13 percent are 17 years, 9 percent are 16 years, and 8 percent are 12 and 18 years old (see Table 17).

Choctaw students also report living in families of size 0 (dorm students) to 9 (and in a few cases more) persons besides themselves, with the average being between 5 and 6 persons. Furthermore, over 62 percent report living most of their lives with both parents, with most of the others living with their mothers (15%) or relatives (13%); the rest live with their fathers (3%) or with others (6%).

TABLE 17

Age of Choctaw Student Respondents

Years of Age	Percent
12	8
13	15
14	21
15	18
16	9
17	13
18	8
19	6
20-22	2
TOTAL	100

Academic Characteristics

As can be seen in Table 18, Choctaw students of 1978-79 are nearly equally distributed across grade levels (7-12), with slightly lower numbers occurring in the upper grades. Some of these differences may be accounted for by the larger number of dropouts in the high school.

TABLE 18

Grade Levels of Choctaw Students

Grade	Percent
7	19.1
8	26.9
9	17.0
10	12.7
11	10.8
12	13.6
TOTAL	100.0

Nearly one-third (32.1%) of the Choctaw junior and senior high students attended elementary school in Pearl River; 14 percent attended Conehatta, 12 percent went to Red Water, 17 percent went to Bogue Chitto, 7 percent attended Tucker, and 10 percent attended Standing Pine; the remaining 8 percent attended elementary school outside the agency. Those in grades 8-12 previously attended junior high in the following communities: Pearl River (66%), Conehatta (13%), Red Water (7%), Bogue Chitto (7%), and non-reservation (7%).

The data in Table 19 indicate that over time the

TABLE 19

Number of Days Absent for Choctaw Student Sample, 1972-73 to 1978-79

Days Absent	1972-73		1973-74		1974-75		1975-76		1976-77		1977-78		1978-79	
	Adj.%	n	Adj.%	n	Adj.%	n	Adj.%	n	Adj.%	n	Adj.%	n	Adj.%	n
0-9	61.5	152	72.2	192	63.7	170	68.0	181	50.9	140	44.2	126	42.1	133
10-19	24.7	61	13.9	37	24.7	66	19.9	53	29.1	80	28.1	80	28.2	89
20-29	8.1	20	7.5	20	7.1	19	6.4	17	11.3	31	13.7	39	13.0	41
30-39	2.8	7	3.4	9	2.2	6	2.3	6	4.4	12	6.7	19	8.0	26
40-49	.8	2	1.9	5	.7	2	1.9	5	2.9	8	3.2	9	3.5	11
50-or more	2.0	5	1.1	3	1.5	4	1.5	4	1.5	4	4.2	12	5.1	16
Total Non-Missing Cases	100.0	247	100.0	266	100.0	267	100.0	266	100.0	275	100.0	285	100.0	316
Missing Cases		77		58		57		58		49		39		8
TOTAL		324		324		324		324		324		324		324

Source: Choctaw Agency School Records

average number of absences from school tends to increase among these Choctaw students; that is, as they get older, they show a general trend of increasing absence from school.

Academic Performance

Choctaw students' academic performance was ascertained by obtaining their self-reported overall grade point average (GPA) and their actual 1978-79 GPA (year long courses only) records, and by their end-of-year standardized, California Achievement Test scores over the past three years.

TABLE 20

Choctaw Students' Self-Reported and Actual Grade Point Averages

	GPA	Self-Reported Percent	Actual Percent
F	0-.4	1.0	.6
D	.5-3.4	7.3	12.1
C	3.5-6.4	42.2	45.7
B	6.5-9.4	38.3	34.2
A	9.5-12.0	11.2	7.3
	TOTAL	100.0	100.0
	AVERAGE GPA	6.5	6.1

Source: Self-reported GPA - Questionnaire A;
Actual GPA - Choctaw BIA School Records

Not surprisingly, the data regarding students' grade point averages indicate that their self-reported overall GPA's tend to be slightly higher (6.5 on a 12 point scale) than their actual grade point (6.1). Also, GPA's are not normally distributed; i.e., over eighty percent of these Choctaw students are receiving grades of "C-" or better and over forty percent are getting "B's" and "A's". Thus, grades probably are not generalizable or comparable to grades in other school districts, but may reflect only the relative standing of students within their own school or class.

A better measure of the relative academic standing of these Choctaw students could be obtained by comparing their standardized achievement scores.

TABLE 21

California Achievement Test National Percentiles for the Choctaw Student Sample During Spring Quarters, 1977-1979

Percentiles	1977	1978	1979
Reading	15.6	20.2	20.2
Language.	28.1	24.8	27.8
Math	18.5	25.6	26.1
Total Battery	18.5	21.9	23.2
Grade Equivalent	5.2	6.3	7.0

Source: Choctaw BIA School Records

The data in Table 21 indicate that on the average, the national percentiles for this sample of Choctaw students are quite low in all areas (15.6 to 28.1); however, they do show a general increase over the past three years; the one exception is in the area of language which was 28.1 (the highest) in 1977, decreased to 24.8 in 1978, and increased again in 1979 to 27.8. It should be pointed out, however, that the general increase over time is at a decreasing rate; that is, while the students' overall scores increased on the average over a whole grade level from 1977 to 1978 (5.2 to 6.3), they increased less than a whole grade level from 1978 to 1979 (6.3 to 7.0).

With these low achievement scores it is not surprising to find school records indicating that nearly forty percent of the Choctaw students have been retained or held back in school; 28 percent were retained once, 9 percent were retained twice, and 2 percent were held back three times in their academic careers.

It appears then that grades generally tend to be inflated measures of academic attainment that, for most students, do not give a realistic view of their relative achievement (i.e., compared to others outside the reservation). Thus, many students graduating with relatively high GPA's from Choctaw schools may not be competitive in terms of their actual achievement

levels when compared to students from schools in other regions or communities.

Educational Aspirations

Despite the relatively low levels of scholastic achievement for many Choctaw students, about 43 percent report wanting to graduate from college (or beyond); 21 percent want some college work and another 27 percent want to at least graduate from high school. That is, over ninety-one percent of the Choctaw student sample want at least to go through high school or beyond.

TABLE 22

Education Level Desired by Choctaw Student Sample

Education Desired	Percent
Junior High	7.0
Some High School	1.7
High School Graduate	26.8
Some College	21.1
College Graduate	29.5
Graduate School	13.8
TOTAL	100.0

Parental and School Influences

Six questionnaire items dealt with some possible sources (people) that might have some influence on Choctaw students' educational aspirations; that is, the item asks: "Who wants you to continue your education?" and lists father, mother, relatives, school counselors, teachers, and self as possible sources of influence. Perhaps because of not really knowing or being aware of any support from particular influence sources, students did not answer this item in some cases while marking the scale for others. That is, students appeared to use the rating scale only when the person was a positive source of influence. For example, where there was no counselor in the school, students simply did not respond to that particular item but answered the others. Thus, leaving an item blank is interpreted to mean that students perceived no influence or support coming from that particular source. Therefore, such cases were combined with the very small number of "not at all" responses to form a "negative-no response" category in the following way:

Negative-no response	A little	Much	Very Much
0	1	2	3

As expected, in addition to the students' own aspirations, it appears that parental influence is important, especially that of mother (see Table 23). On the other hand, relatives and teachers are perceived to be somewhat less supportive and interestingly, over 41 percent of the Choctaw students indicate either a negative or no response to the item concerning whether their school counselor wants them to continue their education.

TABLE 23

Choctaw Student Responses to Parent/School Influence Items

Item content:
Who wants you to continue your education?

Influence Source	Percent Responding: Negative-No Response	Much or Very Much
Father	30.2	62.7
Mother	14.2	80.2
Relative	33.6	56.5
Counselors	41.4	53.7
Teachers	34.6	60.2
Myself	15.4	71.9

Male and Female Educational Differences

One interesting demographic difference found is that the 160 males in the sample are statistically significantly older (15.4 years of age) on the average than are the 164 females (14.9 years). Even though younger, female Choctaw students appear somewhat more academically prepared as they tend to have higher achievement in both language and math, but particularly in the language portion of the California Achievement Tests for Spring, 1977 (24.3 percentile for males; 31.8 percentile for females). In fact, this difference was so great as to make the percentile difference between males and females for the total battery of tests statistically significant also (16.0 for males; 20.9 for females). Thus, compared to their male classmates, Choctaw female students, while younger, appear somewhat more academically prepared in the English language and more desirous of continuing their education; however, they report getting significantly less support from school counselors for doing so. Other than these important differences, however, male and female Choctaw students appear to be similar, both demographically and academically.

Grade Level Comparisons

With the exception of significantly more males than females in grade eleven, there are virtually no differences in the male-female distributions for all other grade levels. Interestingly, senior high students (especially juniors and seniors) report significantly fewer persons living in their households (this may in part be due to the fact that many students in high school are boarders who do not report having anyone being in their family household or that older students tend to live on their own more often). This may also account for the fact that compared to younger students, high school students (especially seniors) report having significantly less support from their fathers for continuing their education. In addition, high school students report significantly less support from school counselors and teachers; this is especially true for tenth graders. This finding is particularly

critical for continuing education since it is the high school students who aspire to significantly higher levels of education, but it is the younger, not older, student who perceives greater support for doing so.

There also are some significant differences between junior and senior high students in attendance records in earlier school years; that is, there appears to be a greater tendency for the junior high students to be absent from school when they were in the primary grades (1975 and 1976; see Table 24). In terms of academic grades, junior and senior high students report the same overall grade point average (6.5 on a 12 point scale or between "C+" and a "B-"); however, high school students actually have significantly lower GPA's than do junior high students. This is due primarily to the fact that high school freshmen have the lowest GPA of all (4.99 or about "C" average) and juniors are next to lowest with a GPA of 5.6.

TABLE 24

Average Number of Days Absent (1973-1979) by Current Grade Level

Current Grade	73	74	75	76*	77	78*	79
7	13.5	11.2	10.8	14.5	13.5	18.7	18.4
8	10.8	9.4	10.1	10.4	12.7	11.8	13.1
9	8.3	8.6	8.8	7.3	9.3	14.3	18.9
10	12.4	8.8	7.9	7.3	11.5	14.5	14.7
11	7.7	5.8	7.0	9.3	12.0	14.5	17.3
12	8.4	9.8	6.1	8.0	14.1	20.6	18.0
	73	74	75*	76*	77	78	79
Jr. High	12.0	10.2	10.4	12.0	13.0	14.8	15.3
Sr. High	9.2	8.2	7.7	7.9	11.6	15.9	17.4
All Grades	10.6	9.1	9.0	9.8	12.3	15.4	16.4

Source: Choctaw Agency Records

*Note: The statistical differences are significant beyond the .05 level.

As pointed out earlier, with the exception of English language scores, students in the total school sample tend to improve their achievement over time relative to other students in the nation. However, when categorized by grade level (junior vs. senior high), this generalization holds true for junior high students only; that is, there is a significant drop in percentile scores for seniors between 1978 and 1979 in all areas except language, such that as seniors they are virtually at the same percentile levels they were two years ago (see data in Table 26). Apparently, seniors do not tend to engage in work which enables them to either increase or even maintain their standing in the areas of reading and mathematics. These drops in percentile scores for seniors in these areas are so great, in fact, that they show up in the overall figures for high school students as a whole (see Table 25 for junior and senior high comparisons). On the other hand, in the area of language, the drop in percentiles occurred for both junior and senior high students the previous year (i.e., between 1977 and 1978), but climbed again in 1979 to nearly 1977 levels.

There is also a general tendency across all areas of the California Achievement Test (CAT) for percentiles to be better for senior than for junior high students (see Table 25) and these percentile score differences are statistically significant for reading, math, and the total battery in 1978 and for language in both 1977 and 1978 (obviously, there were significant grade equivalent differences all three years also). While these grade level differences might be attributable to better learning environments in the upper grades, when breaking down the analysis further to actual grade levels (see Table 26), it can be seen that much of the differences between junior and senior high school students can be attributed to the very low levels of achievement in all areas found among seventh graders; the percentile difference is also likely the result of some of the poorer students dropping out after seventh grade. That is, students with poor academic performance tend to start dropping out of school after seventh grade, so that the higher the grade, the better the academic standing of the students remaining.

Grade level differences in achievement also may be examined by looking at the discrepancy between actual, current grade level and the grade equivalent for students in that particular grade. Table 26 shows that on the average, achievement in all grades (7-12) is at least two years (for eighth graders) and up to over four years (for seniors) below grade level; furthermore, this discrepancy is greater for students in high grade levels; i.e., older students are further below grade level than younger students.

TABLE 25

California Achievement Test National Percentiles and Grade Equivalents for Junior and Senior High Choctaw Student Samples, Spring 1977-79

	Reading			Language			Math			Total Battery			Grade Equiv.		
	77	78*	79	77*	78*	79	77	78*	79	77	78*	79	77*	78*	79*
Jr. High Sample	14.8	17.3	19.7	25.2	21.3	25.6	17.8	22.3	26.3	17.5	18.5	22.1	4.2	4.8	6.0
Sr. High Sample	16.2	22.4	20.8	30.6	27.5	29.8	19.1	28.1	26.0	19.3	24.6	24.2	6.2	7.4	8.0
Total Sample	15.6	20.2	20.2	28.1	24.8	27.8	18.5	25.6	26.1	18.5	21.9	23.2	5.2	6.3	7.0

Source: Choctaw Agency School Records

*Note: The statistical difference between junior and senior high students is significant beyond the .05 level.

TABLE 26

California Achievement Test National Percentiles and Grade Equivalents by Grade Levels of the Choctaw Student Sample, Spring 1977-79

Current Grade Level	Grade Equiv.	Reading			Language			Math			Total Battery			Grade Equiv.		
		77	78	79	77	78*	79	77	78*	79*	77	78*	79	77*	78*	79*
7	7.9	14.2	16.5	19.9	21.4	17.2	21.0	13.6	16.7	23.3	14.4	15.1	19.3	3.7	4.2	5.1
8	8.9	15.3	17.9	19.5	28.1	24.4	28.8	21.1	26.4	28.5	20.0	21.1	24.1	4.6	5.3	6.6
9	9.9	14.8	21.6	20.2	30.0	26.0	29.8	20.5	30.8	29.0	19.7	25.0	26.1	5.2	6.6	7.2
10	10.9	16.1	22.7	21.9	30.2	25.5	28.9	19.3	28.4	29.2	19.3	24.1	26.3	5.9	7.0	8.1
11	11.9	16.6	24.5	24.2	29.7	28.7	30.1	18.8	26.3	27.5	18.3	24.9	25.1	6.7	7.9	8.5
12	12.9	17.7	21.6	17.5	32.2	30.4	30.5	17.5	25.8	18.1	19.6	24.4	19.3	7.3	8.7	8.6
Total Sample		15.6	20.2	20.2	28.1	24.8	27.8	18.5	25.6	26.1	18.5	21.9	23.2	5.2	6.3	7.0

Source: Choctaw Agency School Records

*Note: The statistical difference among grade levels is significant beyond the .05 level.

TABLE 27

California Achievement Test National Percentiles of the Choctaw Junior High Student Sample by School, 1977-79

Middle Schools	Reading			Language			Math			Total Battery			Grade Equiv.			Local Percentile	
	77	78	79	77*	78*	79*	77	78	79*	77*	78	79*	77	78	79*	78	79*
Pearl River	13.2	17.1	20.1	20.7	19.0	23.6	14.8	19.1	22.8	14.4	16.5	20.2	3.9	4.6	5.7	47.5	47.4
Conehatta	19.5	16.6	18.2	36.2	24.2	27.3	23.6	29.1	37.0	26.1	21.4	26.3	4.6	5.0	6.2	49.6	56.6
Red Water	13.6	15.2	16.7	19.4	16.6	19.0	20.2	23.8	23.5	15.5	17.6	17.7	4.2	4.9	5.8	49.6	41.9
Bogue Chitto	17.4	20.9	23.3	35.8	32.5	39.1	19.9	26.1	31.0	22.4	24.9	30.1	4.7	5.5	6.8	64.3	65.8
Total Middle Schools	14.8	17.3	19.7	25.2	21.3	25.6	17.8	22.3	26.3	17.5	18.5	22.1	4.2	4.8	6.0	50.4	50.5

Source: Choctaw Agency School Records

*Percentile differences among schools are statistically significant beyond the .05 level.

School Comparisons

For comparability, school data are viewed only at the junior high or middle school level (i.e., senior high data are not included in the following analyses).

Although Red Water middle school students are the most likely to want more education (Red Water 14.9 years, Bogue Chitto 14.6, Conehatta 13.9, and Pearl River 12.6) and to receive support from their fathers for doing so, they are the least likely of all middle school students to report getting support from their teachers for continuing their education.

It is interesting, however, that Red Water, along with Pearl River, middle school students have the lowest achievement scores over the past three years (see Table 27); two exceptions are found in 1978 and 1979 in the area of reading where the Pearl River student sample scores were slightly, but not significantly higher, than those from Conehatta and Red Water. Another important point, however, is that the students from Bogue Chitto consistently show the highest achievement scores during the past three years, significantly so for language, for the total battery in 1977 and 1979 and for math, grade equivalent, and local percentile in 1979. That is, while Choctaw middle school students on the average are below the national grade level, those from Bogue Chitto are significantly higher than other Choctaw students, especially those from Red Water and Pearl River, who, on the average, are a whole year behind other Choctaw students.

In addition, data in Table 28 suggest that middle school students from Red Water and Bogue Chitto have a history of being in school more days than students from Pearl River and Conehatta. Red Water students especially were absent less in 1973 and 1978 and, along with Bogue Chitto students, had significantly less absences from school in 1976. Overall, students from Conehatta show the highest absenteeism (15.9 days), followed closely by those from Pearl River (13.6 days), then Red Water (9.6) and Bogue Chitto (9.1).

TABLE 28

Average Number of Days Absent by School, 1973-79

Middle Schools	1973*	1974	1975	1976*	1977	1978*	1979	7-year Average
Pearl River	11.3	12.3	11.9	15.3	13.4	16.3	14.8	13.6
Conehatta	18.3	8.7	9.7	13.8	17.7	20.9	22.2	15.9
Red Water	7.0	7.3	10.7	8.5	13.3	8.1	12.3	9.6
Bogue Chitto	12.6	8.0	6.1	5.6	7.5	11.2	12.8	9.1
All Schools	12.0	10.2	10.4	12.0	13.0	14.8	15.3	12.5

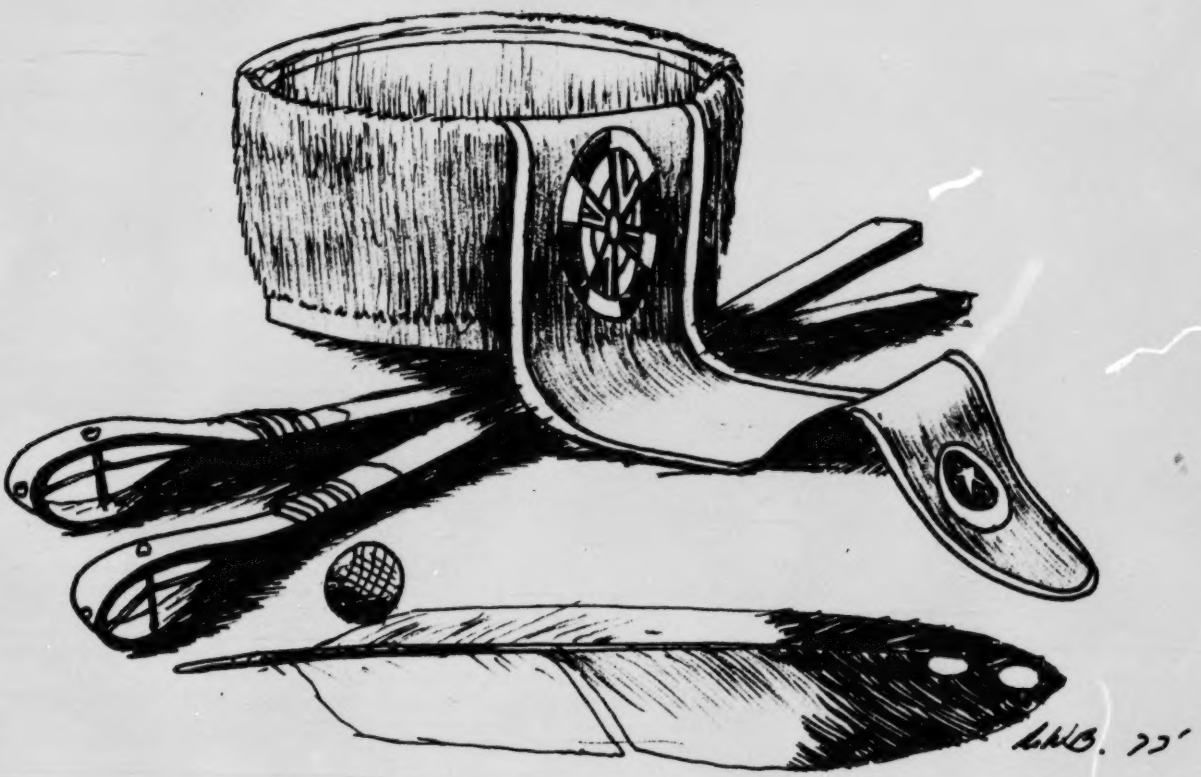
Source: Choctaw Agency School Records

*Note: Differences among schools are significant beyond the .05 level.

Finally, a factor found to be negatively related to absence in this and other studies of Indian education (see Brod, 1976) is grade point average (GPA). Data indicate that the average GPA's (both reported and actual) in the four middle schools follow the same pattern as absenteeism (but reversed) and the school

differences in GPA are statistically significant for the actual grades; that is, Bogue Chitto has the highest average GPA (7.3 on a 12 point scale), Red Water (7.2), Pearl River (6.3), and Conehatta (5.1). Besides the school differences, this also suggests that 1) grades in these schools at least to some extent, reflect attendance and/or 2) students getting low grades start being absent more.

In summary, Bogue Chitto middle school students have relatively high educational aspiration, receive greater support from teachers for continuing their education, but are also achieving better, getting high grades, and are less often absent from school than are other Choctaw middle school students. On the other hand, even though Red Water students desire more education, perceive more support from their fathers for doing so, and are less often absent from school, they receive high, but somewhat inflated, grades, since their actual achievement is the lowest of all the middle school students in the agency, which in part may explain why they are least likely to report receiving support from their teachers for continuing their education.



BEST COPY AVAILABLE

The previous numbered page in the original document was blank.

Chapter 4

Choctaw Student Assessments of Vocational Needs

Nearly half (160) of the 324 Choctaw student sample were randomly selected to respond to the vocational education needs assessment instrument (Questionnaire A; see Appendix A) which examines: 1) parents' occupational and educational attainment, 2) parental and school influences on career ideas, 3) past jobs and future careers, 4) knowledge of vocational education information, 5) future career, training, and educational plans, and 6) school differences in vocational needs.

Parents' Occupational and Educational Attainment

Over seventy-eight percent of the random sample of Choctaw students (grades 7-12) responded to the items regarding their father's education level and eighty-six percent reported on their mother's education level. Table 29 shows that those responding indicate that their fathers have a mean (arithmetic average) of 8.6 years of education, a median (years of education of the person in the middle of the distribution) of 8.3, and a mode (the most frequent grade level attained) of 8.0 years (i.e., 22 percent have completed only middle school); similarly, their mothers have a mean educational attainment of 8.1 years, a median of 8.2 years, and mode of 8 years (i.e., 21 percent have completed only middle school).

TABLE 29

Choctaw Students' Reported Parental Educational Attainment

Educational Level	FATHER Percent	MOTHER Percent
None	7.2	8.8
Less than 8th Grade	26.4	27.0
8th Grade	21.6	21.2
Some High School	16.8	18.2
H. S. Graduate	14.4	14.6
Some College	7.2	5.8
College Graduate	3.2	2.2
Graduate School	3.2	2.2
TOTAL	100.0	100.0

Most Choctaw students report their parents as having occupations of similar status (i.e., laborers), with some fathers being craftsmen and some mothers being housewives and service workers. Choctaw parents' careers, as reported by their children, fall into the occupational categories in Table 30 below.

Parental and School Sources of Career Ideas

As with the other items reported earlier regarding parental and school sources of influence, students tended to mark the rating scales only for those whose ideas had any importance and not for others. Based on the argument above (for the education influence items), these items were recategorized in the following way:

No Importance-no response	Somewhat important	Very important	Extremely important
0	1	2	3

As can be seen in Table 31, students' own career choice expectations or ideas are much more important to them than are others' ideas; however, parents, especially mothers, tend to be more important sources for career ideas than are friends or relatives. In contrast, school personnel, i.e., teachers and, especially, school counselors, do not tend to be strong sources of career choice ideas.

TABLE 30

Occupational Distributions for Parents of Choctaw Students

Occupational Category	FATHER Percent	MOTHER Percent
Professionals	5.0	2.5
Managers	1.9	0.6
Sales Workers	0.6	1.9
Clerical Workers	0.6	6.3
Crafts/foremen	13.1	1.2
Operatives	8.1	0.0
Laborers	52.5	34.4
Farmers	8.1	0.6
Service Workers	7.5	26.2
Private Household	0.0	18.8
Unemployed	2.5	7.5
TOTAL	100.0	100.0

Past Jobs and Future Career Choices

About two-thirds (66%) of the Choctaw student

TABLE 31

Choctaw Student Responses to Parent/School Sources of Career Ideas

Item content:

"In choosing *your* job or career, whose *ideas* are most important?"

Influence Source	Neg.-No Response	Very and Extremely Important
Father's Ideas	45.6	33.1
Mother's Ideas	27.6	46.9
Relatives Ideas	49.4	23.8
Counselor's Ideas	52.5	26.9
Teacher's Ideas	48.8	30.7
Friend's Ideas	47.6	26.3
My Ideas	13.1	81.9

sample report having worked or had a job. The most frequently obtained job is found in the tribal YCC Program (24%); other jobs are in the categories of maintenance (22%), office clerk (12%), NYC Program (10%), and teacher assistant (8%). The remaining twenty-five percent of the jobs range across eight more categories (see printout: Questionnaire A–Frequency Distributions, p. 18). The vast majority of these working students (92%) enjoyed their jobs at least to "some" degree or more.

When asked what job or career they would *most* and *least* like during their adult lives, Choctaw student sample responses were distributed into the occupational categories found in Table 32.

TABLE 32

Occupational Distributions of Choctaw Students' Career Choices

Occupational Category	1st choice	2nd choice	3rd choice	4th choice	Career least liked
Professional	40.6	40.0	38.1	25.6	26.9
Managerial	2.5	1.3	1.9	3.8	.6
Sales Worker	3.8	3.8	1.9	3.8	3.1
Clerical Worker	8.8	6.3	5.6	4.4	6.3
Craft/foreman	15.6	8.1	7.5	6.9	5.0
Operative	5.0	8.1	5.6	3.1	4.4
Laborer	1.9	1.9	1.3	2.5	4.4
Farmer	.6	1.9	.6	.6	4.4
Service Worker	9.4	12.5	8.8	8.1	10.0
Private Household			1.3	.6	3.1
None reported	11.9	16.3	27.5	40.6	31.9
TOTAL	100.0	100.0	100.0	100.0	100.0

The clearly dominant career choice of Choctaw students is found in the professional category, with craftsmen/foremen, service workers, clerical and operative occupations following in that order. Generally these five types of occupations are chosen by 79.4 percent of the student sample on their first career choice, 75 percent on their second choice, 65.6 percent on their third choice, and 43.7 percent on their final choice. Interestingly, these same types of occupations also tend to be the careers least-liked by Choctaw students. By far, the specific profession least-liked by over 16 percent of them is that of teaching.

The top ten (most frequently listed) careers for each of the four most-liked choices and for their least-liked career are shown in Table 33. Clearly being a teacher or teacher aide is most attractive and careers as nurses, secretaries, mechanics, lawyers, sales clerks, and truck drivers are also chosen often. Sometimes listed are the fine arts, police, electrical, and medical fields. Again, several of these same occupations, especially that of teacher, are picked by students as their least-liked career.

Knowledge of Vocational Information

In regard to items concerning students' knowledge about various aspects of vocational areas, middle school students were instructed to leave these items blank if they didn't have any knowledge about them. In fact, students from three middle schools (about 44% of the student sample) left all items blank in this section. This is interpreted to mean that their level of knowledge of these vocational concerns was negligible. It should be pointed out that even for students who did attempt to respond to the items, the levels of knowledge are quite low. That is, even throwing out cases who left the items blank, those students answering items concerning how much they knew about vocational areas typically responded with "nothing at all" or "a little."

Based on this, responses of those leaving items blank were categorized with those who indicated no knowledge at all. Thus, the items were recoded in the following way:

Nothing-no response	A little	Much	Very much
0	1	2	3

As can be seen in Table 34, the vast majority of Choctaw students know "little" or "nothing" about the vocational items; i.e., few students report having knowledge about vocational education information.

Future Job Training and Career Plans

The sixteen items concerning the future career plans and intentions of Choctaw students use the following scale:

Definitely not	Probably not	Maybe	Probably would	Definitely would
1	2	3	4	5

TABLE 33

Choctaw Students' Top Ten Most-liked and least-liked Careers

1st Choice	%	2nd Choice	%	3rd Choice	%	4th Choice	%	Least-liked	%
1. Teacher/aide	16.3	Teacher/aide	15.1	Teacher/aide	11.2	Teacher/aide	5.0	Teacher/aide	19.3
2. Sec./clerical	8.2	Nurse	8.1	Nurse	3.8	Police work	3.8	Sec./clerical	5.6
3. Mechanic	8.1	Sec./clerical	5.6	Sec./clerical	3.8	Carpenter	3.1	Farmer	4.4
4. Arts	5.6	Mechanic	5.6	Truck driver	3.8	Retailer	3.1	Janitor	3.8
5. Nurse	4.4	Truck driver	5.6	M.D.	2.5	Sales	3.1	Nurse	3.1
6. Sales	3.8	Sales	3.1	Counselor	2.5	Arts	2.5	Housekeeper	2.5
7. Electrician	3.1	Social Worker	3.1	Electrician	2.5	Lawyer	2.5	Truck driver	2.5
8. Lab Technician	2.5	Lawyer	2.5	Lawyer	2.5	Nurse	2.5	Armed Service	1.9
9. Lawyer	2.5	Pro sports	2.5	Dentist	2.5	Sec./clerical	2.5	Dentist	1.9
10. Police work	2.5	Engineer	1.9	Mechanic	1.9	M.D.	1.9	Laborer	1.9

TABLE 34

Percent of Choctaw Students Knowing "Little" or "Nothing" About Vocational Education Items

How much do you know about:	Percent Answering "Little" or "Nothing"
Employment Assistance	95.0
Economics	92.5
Vocational Courses in Mississippi	91.9
Industry	91.9
Business	89.4
Management	88.8
Job Market	88.8
Federal Manpower Programs	85.0
Vocational Education	83.8
Jobs outside Choctaw Area	81.9
Jobs and Careers	79.4
Jobs in Choctaw Area	75.6
Career Education	72.5

The first eight items concern future job plans as adults and the second eight items get at the likelihood of their participating in various job training programs if such were available in the Choctaw area.

The majority (70%) of the Choctaw students "probably" or "definitely" would leave the area for training and many (49.4%) would leave for jobs; however, most would stay (55%) if jobs of their choice were available. If there were no jobs in their fields, the vast majority (73.1%) of them would not stay in the Choctaw area (see Table 35 below). At this point in time, only about twenty-eight percent of the Choctaw students definitely or probably plan on spending their adult lives in the Choctaw area, but half of them are somewhat undecided or not really sure about it.

If there were more job and career information at school, most (61.9%) of the students would use it and another 26.9% say "maybe." Similarly, if there was a vocational center located on the Choctaw reservation, sixty percent of the students say they "probably" or "definitely" would be more likely to continue their education and another 27.5 percent say "maybe." Finally, if parents decided their careers for them, most (61.2%) say that the career chosen would not be the same as their own choice and another twenty-two percent tend to be unsure on this issue.

If training programs in several vocational areas were available, many Choctaw students indicate they would be interested. The exact percentages in Table 36 are ranked in order of the percent of students who "probably" or "definitely" would participate.

TABLE 36

Choctaw Students Likely to Participate in Training Programs

Type of Training	Percent Probably or Definitely Not	Percent Probably or Definitely Would
Secretarial/clerical	31.9	47.5
Auto Mechanics	27.5	43.8
Carpentry and Building Trades	28.8	38.8
Electricity/electronics	34.4	38.8
Health Professions	25.6	38.1
Agri/horticulture	28.8	36.2
Welding/metal Trades	35.6	35.0
Plumbing	52.5	22.5

Training in area of secretarial/clerical (48%) and auto mechanics (44%) appear strongly supported; other areas of probable participation (by over one-third of the students) include carpentry and building trades, electricity/electronics, allied health professions, agriculture/horticulture, and welding/metal trades. On the other hand, over half of the students would not participate in plumbing training programs. Also, from 21 to 36 percent of the students are indefinite or say "maybe" about their participation.

Ideas About Education and Careers

The twelve items regarding vocational education and careers are scaled in the following way:

Strongly Disagree	1
Mostly Disagree	2
Somewhat Disagree	3
Somewhat Agree	4
Mostly Agree	5
Strongly Agree	6

The majority of Choctaw students sampled either "mostly" or "strongly" agree that it is important to have

TABLE 35

Choctaw Students' Future Plans

Item Content	Percent Responding		
	Probably Definitely Not	Maybe	Probably or Definitely Would
Leave Choctaw area for job training?	8.8	21.2	70.0
Leave Choctaw area for job?	14.4	36.2	49.4
If no jobs available, stay in Choctaw area?	73.1	16.3	10.6
If jobs available, stay in Choctaw area?	8.8	36.2	55.0
Plan to spend adult life in Choctaw area?	21.9	50.0	28.1
If available, would you use job and career information at school?	11.2	26.9	61.9
Would you continue your education if Choctaw had a vocational center located on the reservation?	12.5	27.5	60.0
Parents' choice the same as your career choice?	61.2	21.9	16.9

a good job or career (85%) and to choose their own careers (72.5%), that education will improve young people (83.1%), that the tribe should have a vocational training center (72.8%) and, with the schools, provide job and career information (73.8%), and that schools need more vocational education (70.6%) and information on jobs and careers (69.4%).

TABLE 37

Choctaw Students "Mostly" or "Strongly" Agreeing with Education and Career Items

Item Content	Percent "Mostly" or "Strongly" Agreeing
Important to have a good job or career	85.0
Education improves young people	83.1
Tribe and schools should provide information	73.8
Tribe needs vocational education	72.8
Important for you to choose own career	72.5
School needs vocational education	70.6
School needs job and career information	69.4
Most students want more education	59.4
Will be able to find job in Choctaw area	48.1
Parents interfere in career choice	38.8
School has adequate career information	38.8
Jobs available in career area now	31.2

Over half the students (59.4%) "mostly or strongly" agree that most students in their school are interested in continuing their education, but only 38.8 percent feel their school provides adequate job and career information. Less than half the students feel that they will be able to find the job they want now (31.2%) and in the future when they start working (48.1%) in the Choctaw area and that parents interfere with their career choices (38.8%).

Male and Female Vocational Choices

As might be expected, fathers' career ideas are more important to boys, whereas mothers' career ideas tend to be more important to girls. Also, boys indicate having more knowledge about industry and are more likely to participate in training for mechanics, carpentry, electronics, welding, and plumbing; on the other hand, girls are more likely to participate in areas of health and secretarial training. Since the occupations Choctaw girls aspire to more often tend to be somewhat more professional, they also tend to be of higher status than those to which boys aspire. Thus, compared to their male classmates, girls tend to aspire to higher status occupations usually requiring more post-secondary education; it should be recalled, however, that girls report significantly less support from school counselors and their fathers for continuing their education.

Grade Level Differences in Vocational Needs

Typically, the higher the grade level, the more likely students are to report having worked or had a job. Eighth graders, but especially seniors, are more likely to place greater importance on school counselors', teachers', and their own ideas in choosing their careers. In addition, the higher the grade level, the greater the amount of reported knowledge of vocational education information regarding: careers, career and vocational education, chances of success in their own chosen careers, job market, Choctaw area jobs, jobs outside the area, vocational courses in Mississippi, employment, industry, business, economics, and manpower programs. Senior high students also report having more knowledge regarding student rights and responsibilities, but as reported earlier, it should be kept in mind that the general levels of knowledge about these areas is quite low for all students.

High school students, especially seniors, are much less likely to plan on spending their adult lives in the Choctaw area, but are more likely than younger students to use job information at school if more were available and to leave the Choctaw area for both training and jobs. Also, they are less likely to say that their own career choice would be the same as what their parents would choose for them.

Finally, there are some interesting grade level differences regarding students' ideas about education and careers. Seventh and ninth graders are less convinced than other students that it is important to have a good job, one of their own choosing, and ninth and tenth graders are somewhat less convinced that their school needs vocational education. However, in all other respects, students of different grade levels tend to share similar vocational needs.

School Differences in Vocational Needs

Again, to make school comparisons, only middle school responses are used. Compared to other middle school students, those from Bogue Chitto report that school counselors' and friends' career ideas are significantly more important to them (teachers ideas are also more important, but not significantly so). The finding regarding counselors' ideas is in part a result of the fact that students from Conehatta have no counselor and therefore gave no response to this item. Also, since most middle school students from Pearl River and all from Conehatta and Red Water gave "no response" to the vocational education information items, Bogue Chitto students' responses indicate low, but significantly greater, knowledge on all fourteen of these items and on the one concerning student rights and responsibilities; however, they tend to choose lower-status occupations as careers.

Middle school students from Conehatta are less likely than others to want to participate in mechanics training programs and, along with Red Water students are less desirous of the tribe (and school) providing career information and vocational training; however, they are more likely to stay in the Choctaw area if there are no jobs of their choice available (Pearl River students are least likely to stay).

BEST COPY AVAILABLE

The previous numbered page in the original document was blank

Chapter 5

Choctaw Student Assessments of Educational Needs

A random sample of 164 Choctaw students (grades 7-12) responded to the educational needs assessment instrument (see Questionnaire B in Appendix B) which contains items categorized into the following areas of student perception: 1) educational assessments and priorities, 2) ratings of school characteristics, 3) problems at school, 4) responses to open-ended items, 5) comparisons of male and female responses, 6) grade level comparisons, and 7) school level comparisons.

To assess some general educational needs and attitudes of Choctaw students (grades 7-12), 58 items or statements were designed such that students could represent their feelings by either agreeing or disagreeing using a six-point scale in the following manner:

Strongly Disagree	1
Mostly Disagree	2
Somewhat Disagree	3
Somewhat Agree	4
Mostly Agree	5
Strongly Agree	6

Thus, if everyone strongly agreed with an item, it would have an average value of 6.0.

Items are categorized and analyzed under four main headings; i.e., respondents' assessments of and priorities for the Choctaw: 1) schools, 2) Tribe, 3) parents, and 4) students. Also, since the distributions of responses tend to be negatively skewed (most students tend to agree with the items) rather than normally distributed, the best measure of central tendency, in this case, is the median, which will be used to prioritize the items within categories and types. That is, the statement to which respondents indicate their strongest agreement are assigned highest priority and discussed first. Priority is thus based on the level of agreement for each item and is determined by the value of the median (score of the person in the middle of the distribution) for that item. Also, the percent of respondents "mostly" or "strongly" agreeing with that particular item is shown in the tables.

Priorities for Choctaw Schools

Items directly regarding students' perceptions of the local BIA schools are categorized into three main areas of: 1) evaluations, 2) curricular needs, and 3) programmatic needs (see Table 38).

Students indicated their evaluations of various aspects of school on five of the items. About two-thirds (65%) of the Choctaw student sample "mostly or strongly" agree that school administrators are sensitive to their needs and sixty-two percent feel that the BIA provides adequate funding for college. Just over half "mostly or strongly" agree that BIA schools provide a good educational program (56%) and are doing an excellent job (51%); only thirty-seven percent, however, feel that local teachers have a good awareness of Choctaw language, history, and culture.

In terms of curricular needs, the Choctaw student sample tends to "strongly" agree that BIA schools need to encourage children to read more and to "mostly" agree that schools should teach Choctaw history as part of the regular curriculum. Over two-thirds "mostly or strongly" agree that schools should have basic math (71%) and reading (69%) programs in

TABLE 38

Choctaw Student Assessments of and Priorities for BIA Schools

EVALUATIONS BIA:	Median	Percent Strongly and Mostly Agreeing
school administrators are sensitive to needs	4.9	65.2
provides adequate college funding	4.9	61.7
schools provide a good educational program	4.7	56.4
schools are doing an excellent job	4.5	50.9
teachers are aware of Choctaw culture	3.9	37.0
CURRICULAR NEEDS		
BIA schools need:		
to encourage children to read more	5.5	75.6
to teach Choctaw history	5.3	74.5
to teach basic math (grades 1-6)	5.2	71.3
to teach basic reading (grades 1-6)	5.1	68.6
classes on Choctaw language	5.0	65.8
bilingual educational programs	4.9	63.7
classes on BIA, its history, structure, etc.	4.8	61.9
classes on tribal government, constitution and law	4.8	58.5
to go back to basic 3 R's	4.8	57.9
to provide alcohol and drug abuse education	4.7	54.7
PROGRAMMATIC NEEDS		
BIA schools need:		
to encourage students to stay in school	5.6	78.6
more Indian teachers	5.4	69.8
Choctaw clubs	5.1	70.1
to provide information on legal rights	5.1	70.0
more counseling and guidance programs	5.1	70.0
to develop peer tutoring programs	5.1	69.2
to employ Indian counselors	5.0	69.6
to provide information on educational opportunities	5.0	66.7
better testing programs	4.9	62.7
to have teachers visit student homes	4.0	36.4

grades 1-6. Also, most agree that BIA schools need bilingual educational programs (64%) and classes on: Choctaw language (66%), the BIA (62%), and tribal government (59%). Although somewhat less important, over half of the students "mostly or strongly" agree that the schools should go back to the basic three R's and provide education on drug and alcohol abuse.

By far, the greatest programmatic concern of Choctaw students is (nearly 79 percent "mostly or strongly" agree) that BIA schools should do more to encourage students to stay in school. About 70 percent also feel that schools need to employ more Indian teachers and counselors, to have Choctaw clubs and more guidance and counseling programs, to provide legal rights information, and to develop peer tutoring programs. Over sixty percent think that BIA schools should provide information on educational opportunities (67 percent "mostly or strongly" agree) and have better testing programs (63%). Only a few (36%), however, "mostly or strongly" agree that teachers should visit their homes at least once a year.

Priorities for the Choctaw Tribe

The 19 items regarding student assessments of tribal programs are divided into two main categories: 1) tribal program evaluations and 2) programmatic needs (see Table 39). In regard to tribal program evaluations, Table 39 indicates that over sixty percent of the Choctaw student sample "mostly or strongly" agree that the tribe's G.E.D. program helps adults find better employment (68%) and that the headstart and preschool programs are adequate (61%). However, less than half of the students feel that the tribe has adequate help for students from broken homes.

TABLE 39

Choctaw Student Assessments of and Priorities for the Choctaw Tribe

EVALUATIONS Tribal program:	Median	Percent Strongly and Mostly Agreeing
Tribe's G.E.D. Program helps adults find employment	5.2	67.5
Tribe Headstart and Preschool programs are adequate	4.8	61.3
Tribe helps students from broken homes	4.5	49.7
PROGRAMMATIC NEEDS The tribe needs to:		
provide students with jobs	5.7	78.6
provide information on available careers	5.5	75.8
establish a college scholarship program	5.5	77.8
identify dropouts and help them finish	5.5	69.9
have a vocational training center	5.3	70.9
have a long-range education plan	5.3	73.4
have better educational programs	5.3	72.7
establish a community college	5.2	68.6
have vocational education	5.2	69.2
have more professionally trained workers	5.2	75.9
provide information on legal rights	5.1	70.0
have more counseling and guidance programs	5.1	68.3
seek more assistance from BIA school administration	5.1	69.8
provide information on educational opportunities	5.0	66.7
coordinate all Choctaw education programs	4.8	61.9

According to the Choctaw students, the tribe's top four programmatic priorities are to provide students with jobs, during both summer and the school year (79%) and opportunities to see what types of careers are available (76%), to establish a college scholarship program (78%), and to identify dropouts and help them finish their education or G.E.D. (70%). Students tend to "mostly" agree that the tribe should have a vocational training center, a long range education plan, better educational programs, a community college, vocational education, and more professionally trained tribal workers. Also, students "mostly" agree that the tribe needs to provide educational information on the legal rights of students and their parents, seek more assistance from BIA school administrators on educational problems, and, with the schools, provide more counseling and guidance programs and information on educational opportunities; finally, the tribe should coordinate all Choctaw education programs.

Priorities for Choctaw Parents

Table 40 indicates that about three-fourths of the Choctaw student sample "mostly or strongly" agree that parents should visit school when they can and know more about school policies and how schools are operated. About seventy-four percent think that it is important to listen to and involve their Choctaw elders in educational programs, sixty-nine percent think parents need to know about how schools are financed, and over half feel that parents do not seem to know what happens to their children at school.

TABLE 40

Choctaw Student Priorities for Parents

NEEDS Choctaw:	Median	Percent Strongly and Mostly Agreeing
parents need to know about school operation	5.3	75.3
parents should visit school when they can	5.3	75.3
parents need to know more about school policies	5.3	75.0
elders should be involved in education	5.2	73.6
parents need to know about school finance	5.1	69.4
parents are not aware of what happens at school	4.6	51.2

Priorities for Choctaw Students

Eight items deal directly with student needs and one concerns the value of education (see Table 41). The vast majority of Choctaw students (83%) "mostly or strongly" agree with the value that education can help young people become better persons. In terms of priorities, the students tend to "strongly" agree that they need to learn their history and culture but also need better sports programs and physical education opportunities. Furthermore, students tend to "mostly" agree that they need to be made aware of their civil rights; they also need to have special programs for the handicapped, more appreciation and recognition, evening tutoring for those needing help, a chance to evaluate how well their teachers do their jobs, counseling services for those in trouble with the law, and special programs for gifted and talented students.

TABLE 41

Choctaw Student Assessments of and Priorities for Choctaw Students

NEEDS Choctaw students need:	Median	Percent Strongly and Mostly Agreeing
to learn about their history and culture	5.6	76.1
better sports and P.E. opportunities	5.5	74.5
to be made aware of their civil rights	5.3	78.2
special programs for the handicapped	5.3	73.3
to have more appreciation and recognition	5.3	71.1
evening tutoring for those needing help	5.3	75.8
a chance to evaluate their teachers	5.2	79.6
educational services	5.1	73.0
counseling for those in trouble with the law	5.0	63.8
special programs for the gifted	5.0	66.0
Value of education:		
Education can help young people be better	5.7	82.5

Ratings of School Characteristics

The Choctaw students were asked to rate some major aspects of school and the results are found in Table 42. The actual ratings ranged from inferior (0) to superior (4) in the following way:

Inferior (poor)	0
Below Average	1
Average	2
Above Average	3
Superior (very good)	4

The median values (scores of persons in the middle of the distributions) generally ranged from somewhat below to above average; one exception is that, by far, the highest rated aspect of school is sports (3.6). Nearly a full scale score below that, but still "above average" are the ratings for library (2.7), music other than band (2.7), teachers (2.7), administrators (2.6) activities (2.6), counselors (2.6) and band (2.6). Average ratings are given to the school buildings (2.4) and equipment (2.4), followed by textbooks (2.3), Choctaw current events (2.2), class size (2.2), teacher aides (2.2), class instruction (2.2), Choctaw language (2.1), history (2.1) and culture (2.0). The one aspect of school receiving a median ranking which was below average is the food service (1.7).

TABLE 42

Choctaw Student Rankings of School Characteristics

School Characteristic	Median
Sports	3.560
Library	2.719
Music	2.713
Teachers	2.702
Administrators	2.622
Extra-curricular activities	2.594
Counselors	2.585
Band	2.557
Buildings	2.385
Equipment	2.365
Textbooks	2.253
Choctaw current events	2.217
Class size	2.184
Teacher aides	2.182
Class instruction	2.165
Choctaw language	2.100
Choctaw history	2.098
Choctaw culture	1.970
Food service	1.672

The students were also asked to rate their own knowledge concerning Choctaws. They report being most knowledgeable of their language (with a median score of 2.9 or "above average"), and have an "average" amount of knowledge about their tribe's culture (2.3), history (2.1), and current events (2.1).

Problems at School

Table 43 shows the distributions of responses regarding various problems that students have at school. About three-fourths of the Choctaw students report grades (77%) and being absent from school (79%) as problems, with about half or more seeing

TABLE 43

Choctaw Student Perceptions of Problems at School

Type of Problem	No Problem	Minor-Average Problem	Major-Extreme Problem
Being absent	21.3	48.2	30.6
Grades	22.7	56.5	20.9
Being tardy	28.4	38.3	33.3
Prejudiced teachers	36.9	43.1	20.0
Dropping out	42.6	24.1	33.3
Alcohol abuse	46.3	19.8	33.9
Drug abuse	51.2	30.6	18.1

these as "average or minor" problems. Over sixty percent report that prejudiced teachers (63%) and being tardy (72%) are problems, with about forty percent seeing these problems as "minor or average."

Over fifty percent of the students indicate that dropping out of school (57%) and alcohol abuse (54%) are also problems, but over one third of them say that these problems are "major or extreme." While almost half (49%) feel that drug abuse is a problem, most (31%) view it as being in the "minor or average" category. Also, discipline-related problems are listed (but not in the table) in the "other" category by 13 percent of the students.

Responses to the Open-ended Items

There are some open-ended items asking students for their ideas about reasons for staying in and dropping out of school, things parents could do to help students succeed in school, and additional educational needs.

About 85 percent of the student sample give reasons for students staying in school. Of these, 64 percent mention education, graduation, higher education, or self improvement as the main reasons for staying in school; 12 percent mention sports and friends and 7 percent mention family.

About 83 percent of the students give reasons for students dropping out of school. Of these, they mention academic problems or failure (15%), not needing education (14%), family problems (14%), laziness (13%), problems with teachers or counselors (9%), alcohol or drugs (9%), not liking school (7%), personal problems (7%), and absence (4%) as reasons for dropping out.

About 65 percent of the students give suggestions as to what parents could do to help students succeed in school. Of these, they list sanctioning (31%), helping with studies (16%), showing encouragement or interest (14%), developing parent-school relationships (12%), telling them the importance of education (10%), and talking with them (8%).

Only thirty-six percent of the Choctaw students list additional educational needs. Over fifty-one percent of these students indicate curricular needs; that is, about seventeen percent want vocational education and some want curricula that are oriented toward Indians (6%), college (5%) and other areas (4%). About fourteen percent want more sports or recreational activities and eight percent mention needing improved school facilities.

Male and Female Educational Needs

Only three of 88 statistical tests for differences in male and female responses are significant at the .05 level of probability. That is, compared to their male classmates, female students indicate higher levels of knowledge regarding Choctaw current events, greater agreement that the BIA schools are doing an excellent job, but agree less that educational services need to be provided for young adults. The latter two findings may be because (as pointed out earlier) males tend to be older and doing less well in school than females. However, there appears to be no other significant differences in male and female responses to the educational needs assessment items.

Grade Level Differences in Educational Needs

In addition to the general priorities outlined above, there are a number of significant grade level differences in Choctaw students' educational needs and assessments. In regard to student assessments of and priorities for Choctaw schools, senior high students are less likely than junior high students to agree that their schools are doing an excellent job and, thus, tend to agree much more that their schools need to do more to encourage students to stay in school and to read more and also to provide alcohol and drug abuse education. In addition, seniors significantly more than others, agree that schools need to teach basic math (grades 1-6) and classes on the BIA and to provide information on educational opportunities. Finally, sophomores and seniors are more inclined than others toward schools having Choctaw clubs and they, along with 8th graders, agree more than others that teachers should visit their students' homes.

In terms of assessments of and priorities for the Choctaw Tribe, high school students (especially those above 9th grade) agree significantly more than younger students that the tribe needs to have a vocational training center and vocational education to help many Choctaw people decide on careers and to seek more assistance from the BIA school administration about school problems. In addition, sophomores and seniors tend to agree more than others that the tribe needs to provide jobs for students during both the summer and school year, to have a community college and more professionally trained tribal workers, and to provide information on legal rights of students and their parents. Finally, most students tend to agree less than do seventh and tenth graders that the tribe has adequate help for students from broken homes.

Concerning student assessments of and priorities for Choctaw parents, senior, more than junior, high school students agree that parents do not seem to be aware of what happens to their children at school and should visit school when they can and (except for ninth graders) agree more often that parents need to know more about how schools are operated.

Without specific reference to the proper provider, student assessments of and priorities for themselves indicate that senior high, more than junior high, students agree that Choctaw children should learn about their history and culture, that students should be made aware of their civil rights and provided with evening tutoring and educational services; and (except for the 9th graders) senior high students more often

agree that the guidance and counseling program should provide services to students in trouble with the law. Also, all students agree more than do ninth graders that more appreciation and recognition should be given to good students. Finally, sophomores and seniors are significantly more likely than other students to agree that special programs should be operated for the handicapped and that education can help young people become better persons.

Regarding student ratings of various aspects of Choctaw schools, eighth graders, more than other students, give higher ratings to library, music (other than band), teachers, administrators, extra-curricular activities, and teacher aides; seventh graders, however, give lower ratings than others on the amount of Choctaw history taught. Senior high, much more than junior high, school students give low ratings to the food service, class size, the amount of Choctaw language they know and (except for 9th graders) the amount of Choctaw language taught. Also, juniors and seniors give lower ratings for the amount of Choctaw culture taught and ninth graders give lower ratings for classroom instruction.

As reported earlier, two of the main problems at school according to student views are prejudiced teachers and being tardy; however, the former problem is significantly greater for middle school students, while the latter is more problematic for senior high students. Finally, other than these specific differences, the educational needs and assessments of students at different grade levels appear to be similar.

School Differences in Educational Needs

While the overall lists of priorities outlined thus far provide some general guidelines for planning, it also should be recognized that there are some significant differences in educational needs among middle schools that should be taken into account. Conehatta students consistently agree more than do other middle school students that the school needs to do more to encourage students to stay in school, to be encouraged to employ Indian counselors, and to provide students with information on educational opportunities and with alcohol and drug abuse education; they agree less, however, that the BIA provides adequate college funding. Also, students from Red Water (and to some extent from Bogue Chitto) agree less than others that their schools need Choctaw clubs.

In regard to the tribe, students from Bogue Chitto and Conehatta, more than others, agree that the tribe needs to provide information on available careers. Again, it is Conehatta students, more than others, who agree that the tribe needs to identify dropouts and help them finish their education or G.E.D. and have more counseling and guidance programs; Conehatta students, especially more than those from Red Water, agree that the tribe needs to have a vocational training center and that the tribe's G.E.D. program helps many adults find employment.

Compared to other middle school student ratings of schools, students from Pearl River have, by far, the lowest ratings for music, class size and food service and, with Conehatta students, they have the lowest ratings for classroom instruction. On the other hand, Bogue Chitto students give significantly higher ratings for teachers, for library, Choctaw history taught, knowledge of Choctaw history and current events (Red Water was the lowest on these two), and for teacher aides (Pearl River was the lowest here). Conehatta students, however, give higher ratings (especially more than do Pearl River students) for the amount of Choctaw culture taught and, with Bogue Chitto students, rate the amount of Choctaw current events higher than do other students, especially those from Red Water. Finally, students from Red Water and Conehatta give higher ratings to their school buildings. Except for these major differences, middle schools appear to be similar in their educational needs and assessments.

Chapter 6

BIA School and Tribal Staff Assessments of Educational Needs

The same questionnaire items were administered to two distinct groups of educational workers. The larger group consists of 126 BIA faculty and staff from the six Choctaw communities; the other group is comprised of 37 of the Choctaw Tribe's educational staff (see Table 44 for the specific breakdown).

TABLE 44

Tribal Education and School Staff by School

	Percent
Tribal Staff:	22.7
School Staff:	
Pearl River	36.2
Conehatta	11.0
Red Water	9.2
Bogue Chitto	10.4
Tucker	4.9
Standing Pine	5.5
TOTAL	100.0

Demographic and attitudinal data for the BIA school employees will be presented first, followed by a discussion of the areas where significant differences occur among the educational personnel from the six BIA schools and between the BIA and Tribal education workers.

Demographic Characteristics of School Personnel

Of the 126 BIA educational personnel completing questionnaire data (see Questionnaire C, Appendix C), 54 percent are teachers, 30 percent are teacher aides, 9 percent are administrators, 4 percent are support staff, and 3 percent are not classified. About two-thirds (66%) of these employees are female. The ages of the personnel range from 22 to 64 years, with a median of 32 years. Most are married (64%) or single (19%), with others being divorced (9%), separated (6%), or widowed (3%). Just over half of the personnel are Indian (52%), with most (91%) of these being Choctaw. The years of education range from 6 to 21 years, with 29 percent having less than a four year college degree and the central tendency being college graduation; i.e., the mean is 15.7, the median 16.1, and the mode 16 years.

Currently, eighty percent of the BIA school personnel indicate teaching at the following levels: K-5 (46%), 6-8 (28%), high school (17%), and K-8 (10%). The total number of years of job experience ranges from 0 to 39 years and the median is 6.4 years, with most (13%) being new employees. The number of years in their current school ranges from 0 to 29, with a median of 3.8 years and most (28%) being new to their schools.

Priorities for Choctaw Schools

Table 45 indicates that over half of the BIA school staff "mostly or strongly" feel that BIA schools provide a good educational program (58%) and that BIA school administrators are sensitive to the needs of students and their parents (56%); however, less than half "mostly or strongly" agree that the BIA schools are doing an excellent job (43%), that the BIA provides adequate college funding (36%), and that BIA teachers have a good awareness of Choctaw language, history and culture (32%).

TABLE 45

School Staff Assessments of and Priorities for Choctaw Schools

EVALUATIONS BIA:	Median	Percent Mostly or Strongly Agreeing
schools provide a good educational program	4.8	58.3
school administrators are sensitive to needs	4.7	55.5
schools are doing an excellent job	4.5	42.9
provides adequate college funding	4.0	36.3
teachers are aware of Choctaw culture	3.9	32.2
CURRICULAR NEEDS BIA schools Need:		
to encourage children to read more	5.8	90.0
to teach basic reading (grades 1-6)	5.8	89.4
to teach basic math (grades 1-6)	5.8	88.6
to go back to the basic 3 R's	5.7	78.3
to provide alcohol and drug abuse education	5.6	85.4
classes on Choctaw language	5.6	81.0
to teach Choctaw history	5.4	74.2
classes on tribal government, etc.	4.8	60.2
classes on the BIA, its history, etc.	4.3	44.8
bilingual educational programs	4.1	39.2
PROGRAMMATIC NEEDS BIA schools need:		
to provide information on educational opportunities	5.9	90.2
to encourage students to stay in school	5.8	87.9
better parent-teacher communications	5.7	82.8
to provide information on legal rights	5.5	46.4
to develop peer tutoring programs	5.0	63.6
to employ Indian counselors	4.9	60.5
more Choctaw teachers	4.9	55.8
Choctaw clubs	4.8	61.1
better testing programs	4.8	60.0

In terms of curricular needs, BIA faculty and staff tend to "strongly" agree that BIA schools need to encourage children to read more, to teach basic reading and math in grades 1-6, to go back to teaching the basic three R's, to provide alcohol and drug abuse education, and to have classes on Choctaw language. They tend to "mostly" agree that the BIA schools need to teach Choctaw history as part of the regular curriculum, and classes on tribal government. They only "somewhat" agree that the schools need classes on the BIA (its history, etc.), and bilingual programs.

Programmatically, BIA school faculty and staff "strongly" agree that the schools need to provide information on educational opportunities and legal rights, to encourage students to stay in school, and to have better parent-teacher communications. They tend to "mostly" agree that BIA schools need to develop peer tutoring programs, employ Indian counselors, and have more Choctaw teachers, Choctaw clubs, and better testing programs.

Priorities for the Choctaw Tribe

Over sixty percent of the BIA school faculty and staff "mostly or strongly" agree that tribal employees need to improve their work habits and that the tribe's G.E.D. program helps adults find employment. They only tend to "somewhat" agree, however, that the tribe's headstart and preschool programs are adequate and that the tribe adequately helps students from broken homes (see Table 46).

TABLE 46

School Staff Assessments of and Priorities for the Choctaw Tribe

EVALUATIONS Tribal Program:	Median	Percent Mostly or Strongly Agreeing
tribal employees need to improve work habits	5.0	61.7
tribe's G.E.D. program helps adults find employment	4.9	60.8
tribe's headstart and preschool programs are adequate	4.1	36.8
tribe helps students from broken homes	3.5	24.4
PROGRAMMATIC NEEDS Tribe needs to:		
provide information on educational opportunities	5.8	90.2
identify dropouts and help them finish	5.7	85.1
have a vocational training center	5.7	86.7
have more counseling and guidance programs	5.7	84.3
have vocational education	5.6	78.2
have a long-range educational plan	5.6	85.4
provide information on legal rights	5.5	46.4
have more skilled workers	5.5	79.3
provide information on available careers	5.5	77.9
seek more assistance from the State of Mississippi	5.4	77.1
have better educational programs	5.0	62.0
establish a community college	4.9	60.2
provide students with jobs	4.7	53.4
coordinate all Choctaw education programs	4.3	43.3
establish a college scholarship program	4.2	40.9

In terms of programmatic needs, BIA faculty and staff tend to "strongly" agree that the Choctaw Tribe needs to provide information on educational opportunities, identify dropouts and help them finish school or G.E.D., have a vocational training center, more counseling and guidance programs, vocational education, and a long range educational plan; they also "strongly" agree that the tribe needs to provide information on legal rights and on available careers and to have more skilled workers. The BIA faculty and staff tend to "mostly" agree that the Choctaw Tribe needs to seek more assistance from the State of Mississippi in regard to school problems, to have better educational programs, to establish a community college, and to provide students with jobs. They only tend to "somewhat" agree that the tribe needs to coordinate all Choctaw education programs and to establish a college scholarship program.

Priorities for Choctaw Parents

School staff and faculty tend to "strongly" agree that Choctaw parents should visit school when they can and know more about school operation and policy and that it is important to listen to and involve community people in educational programs; they tend to "mostly" agree that Choctaw parents need to know about school financing and do not seem to know what happens to their children at school.

Priorities for Choctaw Students

School faculty and staff believe "strongly" that education can help young people acquire skills to function in the dominant society and that the Choctaw students need special programs for the handicapped

TABLE 47

School Staff Priorities for Choctaw Parents

NEEDS Choctaw:	Median	Percent Mostly or Strongly Agreeing
parents should visit school when they can	5.9	92.7
community people should be involved in education	5.8	92.8
parents need to know about school operation	5.6	77.8
parents need to know more about school policy	5.6	77.6
parents need to know about school finance	5.2	67.2
EVALUATION		
parents not aware of what happens at school	4.8	56.3

and gifted and educational and counseling services; they also "strongly" agree that Choctaw students need to learn about their history and culture, to have more appreciation and recognition, and to be made aware of their civil rights. The school staff tends to "mostly" agree that the students need evening tutoring for those requiring help, better P.E. opportunities, and a chance to evaluate their teachers.

TABLE 48

School Staff Priorities for Choctaw Students

STUDENT NEEDS Choctaw students need:	Median	Percent Mostly or Strongly Agreeing
special programs for the handicapped	5.8	92.0
special programs for gifted	5.7	90.2
educational services	5.7	85.6
counseling services for students	5.7	90.0
to learn about their history and culture	5.6	82.6
to have more appreciation and recognition	5.6	84.2
to be made aware of their civil rights	5.5	75.6
evening tutoring for those needing help	5.2	71.2
better P.E. opportunities	4.9	57.4
a chance to evaluate their teachers	4.6	51.6
Value of Education:		
Education can help young people to acquire skills	5.8	88.8

Ratings of School Characteristics

BIA school personnel were asked to rate some major aspects of their schools (the results are shown in Table 49). The median values range from 1.1 ("below average") to over 2.5 ("above average"). As before, the items are arranged in the table so that those with the lowest median ratings are given highest priority both within and between types.

According to the median ratings, the three top priority groups of items concern parental and student involvement and the teaching of Choctaw heritage. Again, all 15 items within these three categories tend to be rated below "average" (i.e., their median values are less than 2.0). Thus, according to the school staff, the area of highest priority concerns parental involvement and knowledge of school policy, operations and program and home-school liaison. The second most important priority involves Choctaw student discipline, motivation, academic skills, punctuality, enthusiasm, and attendance. The third area of priority is found in the teaching of Choctaw heritage, especially language, culture, history, and current events. In addition, there are six items from other areas with below "average" ratings; they are school counselors (1.707), special education (1.804), library, (1.915), bilingual aides' classroom management (1.938) and instruction (1.985), and social services (1.990).

Except for these six items, all the rest have median ratings that are at least "average" or above. The general areas of concern have the following priorities: student programs/activities (4th), bilingual aides (5th), support of education (6th), support services (7th), BIA personnel (8th), teaching materials/equipment (9th),

TABLE 49

School Staff Rankings of Various School Characteristics

Area Priority	Areas and Item Content	Item Priority	Median
1.	Parental Involvement		
	parent involvement	1	1.170
	parent knowledge-policy	2	1.209
	parent knowledge-operations	3	1.222
	parent knowledge-school program	4	1.241
	home-school	7	1.677
2.	Student Involvement		
	discipline	5	1.486
	motivation	6	1.488
	academic skills	8	1.667
	punctuality	9	1.686
	enthusiasm	11	1.735
	attendance	15	1.879
3.	Choctaw Heritage Taught		
	language	12	1.769
	culture	14	1.866
	history	16	1.895
	current events	19	1.971
4.	Student Programs/activities		
	special education	13	1.804
	extra-curricular activities	23	2.064
5.	Bilingual Aides		
	classroom management	18	1.938
	classroom instruction	20	1.985
	Choctaw proficiency	32	2.217
6.	Support of Education		
	tribal	22	2.020
	financial	25	2.105
7.	Support Services		
	library	17	1.915
	social services	21	1.990
	school transportation	24	2.085
	general transportation	26	2.151
	educational testing	27	2.153
	food service	31	2.206
	health services	36	2.354
8.	BIA Personnel		
	counselors	10	1.707
	teacher aides	28	2.156
	administrative leadership	29	2.164
	administrators	34	2.308
	teachers	41	2.531
9.	Teaching Materials/equipment		
	textbooks	30	2.187
	equipment	35	2.349
	materials	37	2.359
10.	Quality of Instruction		
	class size	33	2.227
	class instruction	38	2.388
11.	School Facilities/equipment		
	equipment	39	2.489
	facilities	40	2.512

quality of instruction (10th), and school facilities/equipment (11th).

It can be pointed out that the BIA school staff and faculty tend to rate their own proficiency in the Choctaw language lower (1.571) than that of the bilingual aides (2.217); they rate their knowledge of Choctaw history (2.152), culture (2.218), and current events (2.242) low, but still somewhat above "average."

Problems at School

As Table 50 indicates, parental involvement and support is the main problem at school according to over half of the school faculty and staff; other major problems (mentioned by over half the school staff) concern student absence and reading abilities. Over 40 percent indicate that student motivation, tardiness, responsibility, and accountability/assignments are problems at school. Over 20 percent find that dropouts, alcohol abuse, and learning abilities present problems; other problems are grades (17%), drug abuse (10%), and activities/clubs, etc. (8%).

School faculty and staff indicate that their own problems concern primarily substitute teachers (42%) and morale (26%); other problematic areas involve uniform curriculum (21%), curriculum continuum (18%), teacher accountability (17%) and absenteeism (16%), and personnel hiring/firing (16%). Problems with salaries are mentioned by only 10 percent of the faculty and personnel.

TABLE 50

School Staff Perceptions of School Problems

	Percent Perceiving Problem
Parents	
parental involvement/support	55.6
Students	
absence	55.6
reading abilities	51.6
motivation	42.9
tardiness	42.1
responsibility	41.3
acountability/assignments	40.5
dropouts	26.2
alcohol abuse	23.8
learning abilities	20.6
grades	16.7
drug abuse	10.3
activities (clubs/organizations)	7.9
School	
substitute teachers	42.1
morale	26.2
uniform curriculum	21.4
curriculum continuum	18.3
teacher accountability	16.7
teacher absenteeism	15.9
personnel hiring/firing	15.9
salaries	9.5

Responses To Open-ended Items

Eighty-four percent of the BIA school faculty and staff give reasons for Choctaw students staying in school. About twenty-three percent of these say that students stay in school to get an education or to learn, sixteen percent stay because of parents and relatives, and fifteen percent stay for self-improvement; other reasons are for better jobs or work (9%), to graduate or achieve a goal (8%), for sports/activities (7%), for practical (6%) and peer/social reasons (4%), because they like school (4%), or have nothing else to do (4%), and for other reasons (4%).

Eighty-three percent of the school faculty and staff indicate reasons for Choctaw students dropping out of school. About 42 percent of these give home/family problems as the main reason for dropping out; another one-fourth (26%) say it is because of laziness or a lack of motivation. Other school staff members put the blame on academic failure (14%), not needing education (5%), personal problems (4%), absence/tardiness (3%), teacher/counselor problems (2%), alcohol/drugs (2%), and other problems (2%).

Over eighty-seven percent of the school personnel mention things Choctaw parents could do to help students succeed in school. Over thirty-eight percent of these say that parents should encourage or show interest in their children and twenty percent mention improving parent-school realations; others suggest helping students with their studies (13%), providing better home life and examples (11%), sanctioning/punishing them (10%), talking out problems with the student (6%), and discussing with students the importance of education (3%).

Over sixty percent of the school workers list other educational needs. Of these, sixty-eight percent indicate curricular needs; that is, thirty-two percent want vocational education, twenty-three percent want basic academic skill courses and others want additional curricula (8%), college type courses (4%), and Indian-oriented courses (1%). Others mention counseling/career education (7%), sports/activities (5%), better teachers (4%), greater encouragement/support of students (4%), and other needs (4%).

Familiarity with Education Information Items

Over one-fourth of the school personnel report being "not at all familiar" with public law 95-561 (39%) and school finance (29%). Over twenty percent are unfamiliar with Johnson-O'Malley, tribal law, and Title IV: they are most familiar with student rights and responsibilities, BIA rules and regulations and civil rights.

Male and Female School Staff Comparisons

Demographically, male staff members have more education than do females, but have held jobs in their

TABLE 51

School Staff Familiarity With Educational Information Items

	"not at all familiar" or no response
Public Law 95-561	38.9
School finance	28.5
Johnson-O'Malley Act	23.8
Tribal law	22.1
Title IV	20.7
Civil rights laws	16.6
BIA rules and regulations	10.4
Student rights and responsibilities	7.1

respective schools fewer years. Attitudinally, female school personnel are more likely than their male colleagues to agree that BIA schools are doing an excellent job; male staff and faculty agree more strongly that it is important to listen to and involve community people in educational programs and that the Choctaw Tribe would benefit from more skilled workers.

Male staff and faculty consistently indicate higher levels of knowledge than do females on items concerning Public Law 95-561, Title IV, Johnson-O'Malley Act, school finance, civil rights laws, tribal laws, and BIA rules and regulations; they also indicate greater knowledge of Choctaw current events. While male school personnel tend to give higher ratings of the teachers, they give lower ratings to the food service; male, much more than female, school staff report problems with staff morale, salaries, teacher absenteeism, and personnel hiring/firing.

Indian and Non-Indian School Staff Comparisons

Compared to non-Indians, Indian school personnel tend to have lower education levels and are more likely to be teacher aides or lower grade level teachers. Attitudinally, non-Indian personnel are more likely to agree than do Indians that BIA teachers have a good awareness of Choctaw culture, that gifted and talented children should be provided special programs, and that Choctaw schools should go back to the basic three R's. On the other hand, Indian faculty and staff are more likely than their non-Indian colleagues to agree that Choctaw parents do not seem to be aware of what happens to their children at school and need to know how schools are financed and that Choctaw students should be given a chance to evaluate their teachers and need classes on the BIA (its history, etc.) and better P.E. programs and opportunities. Indian school personnel also agree more strongly than non-Indians do that Choctaw schools need more Choctaw teachers and should be encouraged to employ Indian counselors and that the Choctaw Tribe should provide students with jobs and would benefit from more skilled workers.

In terms of evaluation of school characteristics, Indian faculty and staff consistently rate BIA schools lower than do non-Indians in the areas of class instruction, school equipment, textbooks, teachers, administrators, class size, health services, teaching materials and equipment, school financing, and teaching Choctaw culture, history and current events; however, they rate their own knowledge of Choctaw language and culture and student attendance higher than do non-Indian personnel. On the other hand, it is non-Indian personnel who are likely to report problems of student absenteeism, motivation, accountability (assignments), and responsibility.

School and Tribal Staff Comparisons

When making comparisons among the various school and tribal staffs, a large number of significant differences occur; however, most tend to fall into a few major patterns. The major pattern observed in the attitudinal data is the fact that school personnel from Tucker consistently tend to agree less with items than do all other staff groups; that is, the Tucker Elementary School staff tends to agree less than others do that the Choctaw Tribe needs better educational programs and to identify dropouts and help them finish school or G.E.D., that BIA schools should provide alcohol and drug abuse education and have better parent-teacher communications, and that students should be provided guidance and counseling services and special programs for the gifted.

A similar pattern is that the Choctaw Tribal Education staff tends to agree more strongly than do school personnel, especially from Tucker, that: 1) BIA schools need to encourage students to stay in school, provide information on their legal rights, have bilingual programs and classes on the BIA and on Choctaw history and constitution (laws, etc.), and employ more Indian counselors and teachers; 2) the Choctaw Tribe needs to establish a community college and a long range education plan and provide young Choctaw adults with educational services and opportunities to see what types of careers are available; 3) Choctaw parents need to know more about school policies and how schools are operated; and 4) Choctaw students should be given a chance to evaluate their teachers. Also, the Tribal Education workers, along with those from Red Water, agree more strongly than do others (especially those from Tucker), that Choctaw language should be taught to anyone interested, the Choctaw Tribe needs to coordinate all educational programs, and Choctaw students should be made aware of their civil rights. Also, Tribal education personnel agree more strongly than all others that Choctaw children need to learn about their history and culture, but are less familiar with BIA rules and regulations.

On evaluation items, Tribal education workers agree less than do others, especially those from Red Water, that BIA schools provide a good educational program and are doing an excellent job. Red Water staff and

faculty also agree more strongly than do tribal and Conehatta personnel that school administrators are sensitive to the needs of students and their parents.

Conehatta School workers agree more strongly than do others, especially those from Tucker, that parents do not seem to be aware of what happens to their children at school and, along with the tribal staff, agree more than others, especially from Pearl River, that students need better physical education opportunities. Standing Pine School workers tend to agree more strongly than do others, especially those from Tucker, that Headstart and other preschool programs are adequate and, finally, all other faculty and staff agree more than those from Pearl River and Tucker that the Choctaw Tribe needs a counseling and guidance program for its young people.

In regard to school characteristics, faculty and staff from Red Water rate their administrators, administrative leadership, and special education higher than do other staff workers; they also give teachers better ratings than do others, especially tribal education workers. Pearl River and Red Water staffs give higher ratings to class instruction than do others, especially tribal and Bogue Chitto staffs. Standing Pine and Tucker give lower school building ratings than do others (especially those from Pearl River) and, with Bogue Chitto School personnel, give lower ratings to school equipment and counselors. Tucker faculty and staff also rate library significantly lower than do Conehatta staff members. Pearl River and tribal staffs tend to rate the food service significantly lower than do other staffs. Pearl River personnel give lower ratings than others to the amount of Choctaw language taught and to parental involvement and, with Bogue Chitto, to parental knowledge of school programs. On the other hand, Red Water and Tucker staffs give higher ratings than others to parental knowledge of school policy and influence on school operations; Pearl River and Standing Pine staffs rate the amount of Choctaw history higher than do others, especially those in tribal education.

Regarding students, Standing Pine personnel rate students higher than others do in the areas of attendance and punctuality, and, with the staff from Tucker, give students higher ratings in discipline and motivation than do others, especially those from Conehatta.

In terms of school problems, tribal education workers more often mention teacher accountability and absenteeism, personnel hiring/firing, and, along with Conehatta personnel, uniform curriculum. Red Water School finds substitute teachers less problematic than do the personnel in Standing Pine, Conehatta, and Pearl River. Bogue Chitto and Pearl River report more problems with faculty and staff morale and Pearl River and Conehatta more often report problems with parental involvement and support.

Concerning student problems, the staffs from Conehatta, Pearl River, and the tribe find tardiness, motivation, and accountability (assignments) more problematic than do school personnel from other communities. Also, the tribal education staff mentions problems of dropouts, and alcohol and drug abuse more often than do others, especially those in Red Water, Tucker, and Standing Pine who report no problems in these areas. Finally, personnel from Pearl River report problems of student responsibility more often and those from Red Water report reading ability problems less often than do other faculty and staff.

BEST COPY AVAILABLE

The previous numbered page in the original document was blank.

Chapter 7

Choctaw Adult Assessments of Educational Needs

The 195 Choctaw adults interviewed in June 1979 (see Instrument D, Appendix D) constitute a 13.4 percent random sample of the adults on the tribal voting lists in May 1979, which is stratified (or weighted) on the basis of their proportions in the six local Choctaw communities.

Demographic Characteristics of the Choctaw Adult Sample

Of the 195 Choctaw respondents, 125 (or 64%) are female and 70 (36%) are male and their ages range from 18 to 80 years. Since age is not normally distributed (i.e., there are many more younger than older persons in the sample), the appropriate measure of central tendency is the median (or age of the middle person in the distribution), which is 37.9 years. About sixty-two percent of the sample report being married; the rest are either single (17%), widowed (9%), divorced (6%), or separated (5%).

The Choctaw adults report an average education level of 8.5 years, which is well below the national median for this age group (see the 1970 U.S. Census). The median education level is 9.3 years, with high school graduation being the most frequent response (over one-third of the sample). Also, another six percent have had some college and about another four percent are college graduates.

Over half (55%) of the respondents report being currently employed full time, with seven percent having part time work and thirty-eight percent being unemployed. Also in 1978, one-third report being unemployed all year, with another six percent working less than half the year; thus, only forty-two percent were employed throughout 1978 and another nineteen percent worked at least half but less than a full year. Furthermore, on the average, their current or latest occupations tend to be significantly lower in status than those in the general population and tend to fall in the categories shown in Table 52.

TABLE 52

Choctaw Adult Sample Reported 1979 Occupations

Occupational Category	Percent
Professional/technical	4.1
Administrative/managerial	2.6
Clerical	8.7
Sales workers	.5
Craftmen/foremen	2.1
Service workers	17.4
Operatives	4.6
Laborers	34.9
Farmers	1.0
Private household workers	3.1
Students/trainees	.5
Retired/disabled	3.6
Unemployed	16.9
TOTAL	100.0

As shown in the table, those unemployed probably represent the cronically unemployed since they report being unemployed in both 1978 and 1979. Most are employed in various types of labor (35%), with many being service (17%) and clerical (9%) workers and some being operatives (5%) and professional/technical workers (4%). With the exception of some operatives being categorized as laborers and having a few more professional/technical and clerical workers, the occupational distributions for the adult sample are very similar to those reported in 1974 (see Choctaw Demographic Survey, 1975, p. 23).

The reported 1978 gross incomes of the Choctaw adult sample range from $0.00 to $21,000.00 (see Table 53), with a mean or average of $4,389.00 and a median of $3,385.00. The most typical response (for about one-fourth of the adults) is having $0.00 to $999.00 income, while over eleven percent report earning $10,000.00 or more (also, about 10 percent do not report their incomes).

TABLE 53

Choctaw Adult Sample Reported 1978 Gross Income

	Percent
$0-$999	24.6
$1000-$3999	21.0
$4000-$6999	15.9
$7000-$9999	16.9
$10000-or more	11.3
Not reported	10.3
TOTAL	100.0

One-fourth of the adults report having no children living with them at home; the others report having from 1 to 9 (in a few cases more) children in their homes, with the mean being 2.2 and the median 1.8. As can be seen from Table 54, 36.4 percent of the Choctaw adults report having one or more pre-school children in their homes, 42.5 percent have some or more elementary school children, 20.5 percent have one or more junior high school children and 28.7 percent have one or more high school students in their homes.

Also, the distance to school varies from 0 to 34 miles; however, since the mean of 3.4 miles from school is based on a non-normal distribution, the median number of miles (1.7) is more appropriate. It should be

TABLE 54

Reported Number of Children at Home and Miles to School

Miles		Number	Children								Children of All Ages	
			Preschool		K-6		7-8		9-12			
N	%		N	%	N	%	N	%	N	%	N	%
42	21.5	0	120	61.5	108	55.4	151	77.4	135	69.2	48	24.6
37	19.0	1	51	26.2	50	25.6	33	16.9	29	14.9	37	19.0
44	22.6	2	14	7.2	15	7.7	6	3.1	12	6.2	34	17.4
16	8.2	3	4	2.1	15	7.7	1	0.5	8	4.1	22	11.3
13	6.7	4	2	1.0	2	1.0	0	-	4	2.1	25	12.8
30	15.4	5 or more	0	-	1	0.5	0	-	3	1.5	26	13.3
13	6.7	Not reported	4	2.1	4	2.1	4	2.1	4	2.1	3	1.5
195	100.0	TOTAL	195	100.0	195	100.0	195	100.0	195	100.0	195	100.0

kept in mind, however, that many families (over 15%) report being 5 to 34 miles from school.

Priorities for Choctaw Schools

The random sample of 195 Choctaw adults were interviewed by bilingual Choctaws to obtain assessments of educational needs (see Questionnaire D, Appendix D). Items concerning Choctaw adults' perceptions of the local BIA schools are categorized into three main areas of: 1) evaluations, 2) curricular needs, and 3) programmatic needs (see Table 55).

Choctaw adults indicated their evaluation of various aspects of school on seven of the items. About three-fourths (74%) of the adults "mostly or strongly" agree that BIA education employees need to improve their work habits. Just over half of them "mostly or strongly" agree, however, that the BIA schools provide a good educational program, that BIA education employees are good, responsible workers, and that BIA school administrators are sensitive to the needs of students and their parents. Just under half "mostly or strongly" agree that the BIA provides adequate college funding (49%) and that the BIA schools are doing an excellent job (46%). Only one-fourth (26%) "mostly or strongly" agree that BIA teachers have a good awareness of Choctaw culture.

Regarding curricular needs, Choctaw adults tend to "strongly" agree that the BIA schools need to encourage children to read more, to provide alcohol and drug abuse education, to have classes on Choctaw language, to go back to teaching the basic three R's, to teach basic reading and math (grades 1-6) and to teach Choctaw history as part of the regular curriculum. They tend to "mostly" agree that BIA schools need bilingual educational programs and classes on the BIA (its history, structure, etc.) and on tribal government, constitution, and laws.

By far, the greatest programmatic concern of Choctaw adults is (about 95 percent "mostly or strongly" agree) that BIA schools need to do more to encourage students to stay in school. They tend to also "strongly" agree that the BIA schools need to provide information on educational opportunities and legal rights, to have teachers visit their students' homes at least once a year, to have more Indian teachers and

TABLE 55

Adult Assessments of and Priorities for Choctaw Schools

EVALUATIONS BIA:	Median	Percent Mostly or Strongly Agreeing
education employees need to improve work habits	54.	74.2
schools provide a good educational program	4.7	56.0
education employees are good, responsible workers	4.5	51.3
school administrators are sensitive to needs	4.5	50.5
provides adequate college funding	4.5	48.7
schools are doing an excellent job	4.4	46.1
teachers are aware of Choctaw culture	3.6	25.8
CURRICULAR NEEDS BIA schools need:		
to encourage children to read more	5.8	89.6
to provide alcohol and drug abuse education	5.6	74.7
classes on Choctaw language	5.6	78.9
to go back to the basic 3 R's	5.6	75.5
to teach basic reading (grades 1-6)	5.5	83.2
to teach basic math (grades 1-6)	5.5	83.8
to teach Choctaw history	5.5	78.8
classes on the BIA, its history, structure, etc.	5.3	76.3
bilingual educational programs	5.2	69.6
classes on tribal government, constitution, law	4.9	62.6
PROGRAMMATIC NEEDS BIA schools need:		
to encourage students to stay in school	5.9	94.8
to provide information on educational opportunities	5.7	87.6
to provide information on legal rights	5.7	87.0
to have teachers visit student homes	5.6	78.4
more Indian teachers	5.6	75.4
to employ Indian counselors	5.6	81.8
P.T.A. organizations	5.6	77.9
more counseling and guidance programs	5.4	77.8
better testing programs	5.4	80.6
to develop peer tutoring programs	5.4	81.2

counselors, and to have PTA organizations. They tend to "mostly" agree that BIA schools need more counseling and guidance programs, better testing programs, and peer tutoring programs.

Priorities for the Choctaw Tribe

The 23 items regarding adult assessments of tribal programs are divided into two categories: 1) tribal program evaluations, and 2) tribal programmatic needs.

Concerning tribal program evaluations, Table 56 indicates that the Choctaw adults tend to "mostly" agree that tribal employees need to improve their work habits, that the tribe's G.E.D. program helps adults find employment, that the tribe's headstart and pre-school programs are adequate, and that the Bilingual and Follow-Through programs are doing what they are supposed to. The adults tend to only "somewhat" agree that the tribe's education employees are good, responsible workers and that the tribe has adequate help for students from broken homes.

In regard to tribal programmatic priorities, Choctaw adults tend to "strongly" agree that the Choctaw Tribe needs to: 1) establish a college scholarship program, 2) identify dropouts and help them finish their education or G.E.D., 3) have a vocational training center, 4) provide information on educational opportunities, 5) provide information on the legal rights of students and their parents, 6) have a long range education plan, 7) have better educational programs, 8) have more counseling and guidance programs, 9) provide information on available careers, 10) have vocational education, 11) establish a community college, 12) provide students with jobs during both the summer and school year, and 13) have more professionally trained workers. The adults tend to "mostly" agree that the tribe needs to seek more assistance from the state of Mississippi on school problems, to provide educational services for senior citizens, and to coordinate all Choctaw education programs.

TABLE 56

Adult Assessments of and Priorities for the Choctaw Tribe

EVALUATIONS	Median	Percent Mostly or Strongly Agreeing
tribal employees need to improve work habits	5.4	73.3
tribe's G.E.D. program helps adults find employment	5.2	66.0
tribe's headstart and pre-school programs are adequate	4.8	60.6
bilingual program is doing what it is supposed to do	4.6	56.7
follow through program is doing what it is supposed to	4.5	49.5
tribal education employees are good, responsible workers	4.4	46.8
tribe has adequate help for students from broken homes	4.4	46.8
PROGRAMMATIC NEEDS		
The Choctaw Tribe needs to:		
establish a college scholarship program	5.8	87.0
identify dropouts and help them finish	5.8	86.5
have a vocational training center	5.7	86.9
provide information on educational opportunities	5.7	87.6
provide information on legal rights	5.7	87.0
have a long-range education plan	5.7	85.3
have better educational programs	5.7	89.1
have more counseling and guidance programs	5.7	80.9
provide information on available careers	5.7	88.0
have vocational education	5.6	75.9
establish a community college	5.6	75.9
provide students with jobs	5.6	79.2
have more professionally trained workers	5.5	78.6
seek more assistance from the State of Mississippi	5.4	77.1
provide educational services for senior citizens	5.3	72.5
coordinate all Choctaw education programs	5.1	68.6

Priorities for Choctaw Parents

About two-thirds (66%) of the Choctaw adults "mostly or strongly" agree that parents do not seem aware of what happens to their children at school. Thus, they tend to "strongly" agree that Choctaw parents should visit school when they can and need to know about school operations and policies; they also "strongly" agree that PTA organizations are needed in the schools, that parents need to know about school finance, and that Choctaw elders should be listened to and involved in educational programs.

TABLE 57

Adult Priorities for Choctaw Parents

NEEDS Choctaw:	Median	Percent Mostly or Strongly Agreeing
parents should visit school when they can	5.8	90.2
parents need to know about school operation	5.8	91.2
parents need to know more about school policies	5.8	90.2
P.T.A. needed in the schools	5.5	77.9
parents need to know about school finance	5.5	75.0
elders should be involved in education	5.5	78.8
EVALUATION		
Parents are not aware of what happens at school	5.2	66.0

Priorities for Choctaw Students

Ten items deal with student needs and one item concerns the value of education (see Table 58).

TABLE 58

Adult Assessments of and Priorities for Choctaw Students

NEEDS Choctaw students need:	Median	Percent Mostly or Strongly Agreeing
special programs for the handicapped	5.8	89.1
to learn about their history and culture	5.7	82.5
counseling for those in trouble with the law	5.7	85.0
to be made aware of their civil rights	5.7	85.9
special programs for the gifted	5.6	81.5
educational services	5.6	88.5
evening tutoring for those needing help	5.6	79.5
to have more appreciation and recognition	5.6	78.1
a chance to evaluate their teachers	5.5	79.6
better sports and P.E. opportunities	5.5	76.7
Value of education:		
education can help young people be better	5.8	88.0

Choctaw adults tend to believe "strongly" that education can help young people to become better persons. In terms of priorities, they tend to "strongly" agree that Choctaw students need: 1) special programs for the handicapped, 2) to learn about their history and culture, 3) counseling for those in trouble with the law, 4) to be made aware of their civil rights, 5) special programs for the talented and gifted, 6) educational services, 7) evening tutoring for those needing help, 8) to have more appreciation and recognition for good students, 9) a chance to evaluate their teachers, and 10) better sports and P.E. opportunities.

Ideas on Community Control of Education

Choctaw adults tend to "mostly" agree that BIA facilities should be available to community members and that more community control of BIA schools is needed, but tend to be split on the issue of whether or not the tribe should contract the BIA schools (i.e., 57 percent favor it and 43 percent are opposed); thus, there is an overall tendency for the adult sample to "somewhat" agree with this item.

Ratings of School Characteristics

Choctaw adults were asked to rate some major aspects of their local BIA schools (the results are shown in Table 59). While the actual ratings range from "inferior" (a score of zero) to "superior" (a score of 4), the median values range from 1.3 ("below average") to 2.3, slightly above "average." That is, a median which is above 2.0 indicates that on the whole, the sample tends to rate that educational item above "average;" a median value less than 2.0 shows that the group tends to rate that item below "average." Thus, the items dealing with educational characteristics are arranged in Table 59 so that those with the lowest median ratings are given highest priority within types; the general types of items are prioritized as well. For example, items concerning parental involvement in the schools tend to have the lowest ratings; therefore, items of this type are given greater priority; i.e., they are

TABLE 59

Adult Rankings of School Characteristics

Area Priority	Areas and Item Content	Item Priority	Median
1.	Parental Involvement		
	knowledge of school operations	1	1.302
	knowledge of school policy	2	1.317
	involvement	3	1.383
	knowledge of school program	4	1.443
	home-school liaison	14	1.930
2.	Choctaw Heritage Taught		
	culture	6	1.707
	history	7	1.737
	language	8	1.833
	current events	12	1.871
3.	Student Involvement		
	discipline	5	1.684
	attendance	9	1.848
	motivation	10	1.851
	punctuality	11	1.861
	academic skills	13	1.919
	enthusiasm	15	1.947
4.	Support of Education		
	financial	17	1.986
	tribal	19	2.015
5.	Student Programs/activities		
	special education	18	1.995
	extra-curricular activities	20	2.020
6.	Quality of Instruction		
	class instruction	21	2.021
	class size	23	2.043
7.	Bilingual Aides		
	classroom instruction	24	2.057
	Choctaw proficiency	25	2.063
	classroom management	27	2.079
8.	BIA Personnel		
	counselors	16	1.957
	administrative leadership	28	2.085
	teacher aides	29	2.085
	teachers	33	2.129
	administrators	38	2.213
9.	Teaching Materials/equipment		
	materials	26	2.066
	equipment	32	2.095
	textbooks	37	2.211
10.	Support Services		
	educational testing	22	2.022
	food service	30	2.088
	social services	31	2.089
	health services	34	2.150
	general transportation	35	2.178
	library	36	2.187
	school transportation	40	2.243
11.	School Facilities/equipment		
	equipment	39	2.230
	facilities	41	2.279

needing the greatest attention, so are listed and discussed first. Before presenting the results, it should be pointed out, however, that none of the educational characteristics items tend to be highly rated; that is, school facilities, which received the highest median value of 2.279, is only somewhat above "average." Therefore, at least from the Choctaw adults' point of view, there is a great deal of room for improving all of these educational aspects.

According to the median ratings in Table 59, the three top priority groups of items concern 1) parental involvement, 2) the teaching of Choctaw heritage, and 3) Choctaw student involvement. In fact, all 15 items within these three categories tend to be rated below "average" (i.e., their medians are less than 2.0). Thus, for Choctaw adults, the greatest priority area concerns parental involvement and knowledge of school operations, policy and program. The second most important priority concerns the teaching of Choctaw heritage, especially culture, history, and language. The third area of priority involves Choctaw students, particularly in terms of their discipline, attendance, motivation, punctuality, academic skills, and enthusiasm.

Except for three additional items in other areas with below "average" ratings (i.e., counselors, school financing, and special education), all the rest of the educational items have median ratings that are at least "average" or above; the areas have the following general priorities; support of education (4th), student programs/activities (5th), quality of instruction (6th), bilingual aides (7th), BIA personnel (8th), teaching equipment and materials (9th), support services (10th), and school facilities/equipment (11th).

It can also be pointed out that the Choctaw adult respondents rate their own proficiency in the Choctaw language higher (2.387) than that of the bilingual teaching aides (2.063); they rate their knowledge of culture (2.208), history (2.139), and current events (2.098) lower, but still somewhat above "average."

Problems at School

As Table 60 shows, the top three problems regarding students (mentioned by over half the Choctaw adult sample) are dropouts (mentioned by 65%), absence (60%), and tardiness (51%); the next three problems mentioned are alcohol abuse (47%), learning abilities (39%), and grades (39%). Other student-related problems are mentioned by less than thirty percent of the adults.

Generally, items specifically regarding the BIA school itself are not listed as problems by many (only 25 percent at most) of the Choctaw adults; however, this result may, for the most part, be due to the respondents not really knowing about faculty, staff, and curricular problems. That is, they show a tendency to leave school items blank and to mark items with

TABLE 60

Adult Perceptions of Problems in the BIA Schools

	Percent Perceiving Problem
Students	
dropouts	64.6
absence	59.5
tardiness	50.8
alcohol abuse	47.2
learning abilities	39.0
grades	38.5
motivation	27.2
responsibility	26.7
drug abuse	25.1
accountability/assignments	24.1
reading abilities	23.1
activities (clubs/organizations)	18.5
Parents	
parental involvment/support	58.5
School	
morale	25.1
teacher accountability	19.5
substitute teachers	17.9
personnel absenteeism	17.4
curriculum continuum	14.9
salaries	14.4
uniform curriculum	11.8
personnel hiring/firing	8.7
fringe benefits	1.5

which they are more familiar. For example, the item regarding parental involvement (about which they have intimate knowledge) was positioned among those regarding school; however, most Choctaw adults (59%) marked this particular item (with which they were familiar) but tended to leave the surrounding school items blank. In any case, the school problems most mentioned are morale (marked by 25 percent of the adults), teacher accountability (20%) and substitutes (18%), personnel absenteeism (17%), curriculum continuum (15%), salaries (14%), and uniform curriculum (12%).

Priorities For New School Facilities

In regard to new school facilities, the highest priority is given to classrooms (median of 2.759 on a scale of 0 to 3) and high priority is given to a new auditorium (2.680); gymnasium received only a "medium" priority of 2.321. Twelve other new facilities are given high priority by fifteen (only 8%) of the Choctaw adults.

Responses to the Open-ended Items

Four open-ended items ask Choctaw adults for their ideas about reasons for Choctaw students staying in and dropping out of school, things parents can do to help students succeed in school, and other listed additional needs.

About eighty-three percent (161) of the 195 Choctaw adults give reasons for students staying in school. About half (49%) of these say that students stay to get

an education or to learn and thirteen percent indicate that the main reason is to get better employment; other reasons are higher education (7%), to graduate/achieve goal (6%), self-improvement (6%), relatives (4%), and peers/social activities (3%).

Over seventy-eight percent of the Choctaw adults give reasons for Choctaw students dropping out of school. Over one-third (35%) of these give home/family problems as the main reason for dropping out; others put the blame on laziness (18%), alcohol and drug abuse (10%), not liking or failing school (7%), and personal problems (7%).

About seventy-seven percent of the Choctaw adult sample mention things that parents could do to help students succeed in school. Nearly half (49%) of these say that parents should show interest in and give encouragement to their children and nineteen percent mention improving parent-school relations; others suggest talking problems out with students (9%), discussing with them the importance of education (7%), sanctioning/punishing them (7%), and helping them with their studies (6%).

Only about one-fourth (24%) of the Choctaw adults list other educational needs. Of these, about thirty-eight percent indicate curricular needs; that is, about sixteen percent want vocational education and some want minor subjects (11%), Indian courses (4%), college-type classes (4%), and basic academic classes (2%). About one-fourth (24%) mention school facilities/equipment and others indicate needing better teachers (13%), parent-school relations (11%), more/better counseling (7%), and more encouragement and support of students (7%).

Familiarity with Education Information Items

Over seventy percent of the Choctaw adult sample report being "not at all" familiar with Law 95-561 (76%) and Title IV (71%). About half are not familiar with civil rights, school policy, and BIA rules. Also, about forty percent are not familiar with tribal laws and student rights. They are most (but not well) familiar with the tribe's Bilingual and Follow-Through programs.

TABLE 61

Adults' Familiarity with Educational Information Items

	Familiar with?	Percent "Not at all Familiar"
1.	Law 95-561	75.5
2.	Title IV	71.0
3.	Civil Rights	53.4
4.	School Policy	53.1
5.	BIA Rules	49.7
6.	Tribal Laws	44.0
7.	Student Rights	43.8
8.	Follow Through Program	31.1
9.	Bilingual Program	30.9

Priorities for Adult Education

Table 62 shows that over seventy percent of the Choctaw adults indicate that adult education courses need to be provided in English (77%) and reading (71%) and over half suggest having courses in math (62%), Indian culture (53%), and child abuse and neglect (51%). Also, over forty percent need classes in Indian language (45%) and arts and crafts (44%).

TABLE 62

Adult Priorities for Adult Education Courses

	Course	Percent Needing Course
1.	English	77.4
2.	Reading	70.8
3.	Math	61.5
4.	Indian culture	52.8
5.	Child abuse class	50.8
6.	Indian language	45.1
7.	Arts and crafts	44.1
8.	Income tax	37.9
9.	Social science	35.4
10.	Science	34.4
11.	Farming	31.8
12.	Indian singing	26.7

Over sixty percent of the Choctaw adults feel that vocational training should be provided in carpentry (63%), welding (62%), and health (60%) and about half think there should be training in plumbing (57%), heavy equipment operation (51%), clerical (51%), and electrical (50%) work (see Table 63).

TABLE 63

Adult Priorities for Vocational Training

	Vocational Area	Percent Needing
1.	Carpentry	63.1
2.	Welding	61.5
3.	Health training	60.0
4.	Plumbing	56.9
5.	Heavy equipment	51.3
6.	Clerical	50.8
7.	Electrical	49.7
8.	Mechanical engineering	46.2
9.	Law enforcement	44.1
10.	Agriculture	36.9
11.	Civil engineering	31.3

Finally, about two-thirds (66%) of the Choctaw adults indicate that they would take classes (courses) at *Chahta Okla* Community College (see Table 64). About thirty percent of the Choctaw adults say they would want to take vocational/technical type courses (31%) and continuing education classes (30%); sixteen percent would take college courses and four percent indicate they would take other types of courses.

Adult Male and Female Assessments

Only ten significant differences occur between male

TABLE 64

Adult Priorities for *Chahta Okla* Community College Classes

	Percent of Adults Responding yes
Take Classes?	66.2
Types of courses they would take:	
vocational/technical	31.3
continuing education	29.7
college level	15.5
other classes	3.6

and female responses to interview items when about eleven could be expected on the basis of chance alone. That is, compared to female adults, Choctaw adult males more often report being single or married (rather than separated, divorced, or widowed) and having greater knowledge of Choctaw language; men more often tend to feel that vocational training should be provided in the areas of heavy equipment operation and mechanical and civil engineering. Also, males tend to see student responsibility as a greater problem in the schools and rate social services higher than do females but give lower ratings to Choctaw parents' knowledge of school programs and policy. It should be recognized, however, that these few statistically significant differences among the many (over 200) items could simply be due to chance. In any case, there are few, if any, differences in Choctaw male and female adults' responses to interview items.

Adults With and Without Children at Home

Demographically, adults without children tend to be mostly older but also younger than adults with children at home. Adults with children also report having more education, current and 1978 employment and 1978 gross income; they are also more likely to take college level courses at *Chahta Okla* Community College. While adults with children are more likely than other adults to report problems with uniform curriculum at school, they are less likely to view student absence as problematic.

On the other hand, Choctaw adults with no children at home tend to report having greater knowledge of the Choctaw language and to agree more that the Bilingual program is doing its job and that there should be more bilingual programs and Choctaw language, history and tribal government courses taught, more Choctaw clubs and peer tutoring at school.

Choctaw Community Differences

Demographically, adults from Bogue Chitto report significantly less education and lower occupational statuses than do other Choctaw adults. Also, compared to other Choctaw adults, those from Standing Pine report knowing significantly more Choctaw culture, history, and current events, and (along with Conehatta adults) more Choctaw language.

In regard to the educational assessment items, Pearl River adults tend to agree more than do others that Choctaw children should learn their history and culture and that BIA schools need to develop peer tutoring programs; however, they are less likely to agree (especially less than adults from Standing Pine) that local teachers have a good awareness of Choctaw language, history and culture.

On the other hand, Red Water adults are less likely (especially less than those from Tucker and Pearl River) to feel that the schools need alcohol and drug abuse education. Also, Red Water adults give less support than do others to the idea of schools providing students with better testing and educational services, legal information, and making students aware of their civil rights and to the notion that the tribe should coordinate all Choctaw education programs. Furthermore, Red Water, along with Conehatta, adults agree less than do other adults that parents need to know about school operation, that the tribe would benefit from more skilled workers, and that the BIA schools need more guidance and counseling programs (Conehatta adults agree less than do others that the tribe needs more guidance and counseling programs). Adults from Red Water and Tucker agree less than do other adults that schools need to teach Choctaw history and, with Conehatta adults, agree less than others that classes on tribal government are needed. Also, Tucker, Pearl River and Red Water adults agree less than the others that BIA school administrators are sensitive to the needs of students and their parents; however, adults from Pearl River and Standing Pine (especially more than those from Red Water and Bogue Chitto) agree that PTA organizations are needed in the schools. Finally, adults from Bogue Chitto and Conehatta agree more than do others that Choctaw classes should be provided for anyone interested.

Concerning the ratings of various school characteristics, adults from Tucker tend to give significantly lower ratings than do other adults to items concerning school counselors, health services, and home-school liaison. Bogue Chitto adults give lower ratings to school buildings and, with Red Water and Tucker adults, give lower ratings to school equipment. Conehatta adults, however, give higher ratings than other adults to teacher aides.

Regarding school problems, adults from Bogue Chitto mention (especially more often than those from Pearl River and Conehatta) problematic teacher salaries; they also more often mention teacher absenteeism and substitutes as problems. Pearl River, especially more than Tucker, has problems with curriculum continuum. On the other hand, Conehatta adults report fewer problems with parent involvement and support than do adults from other communities.

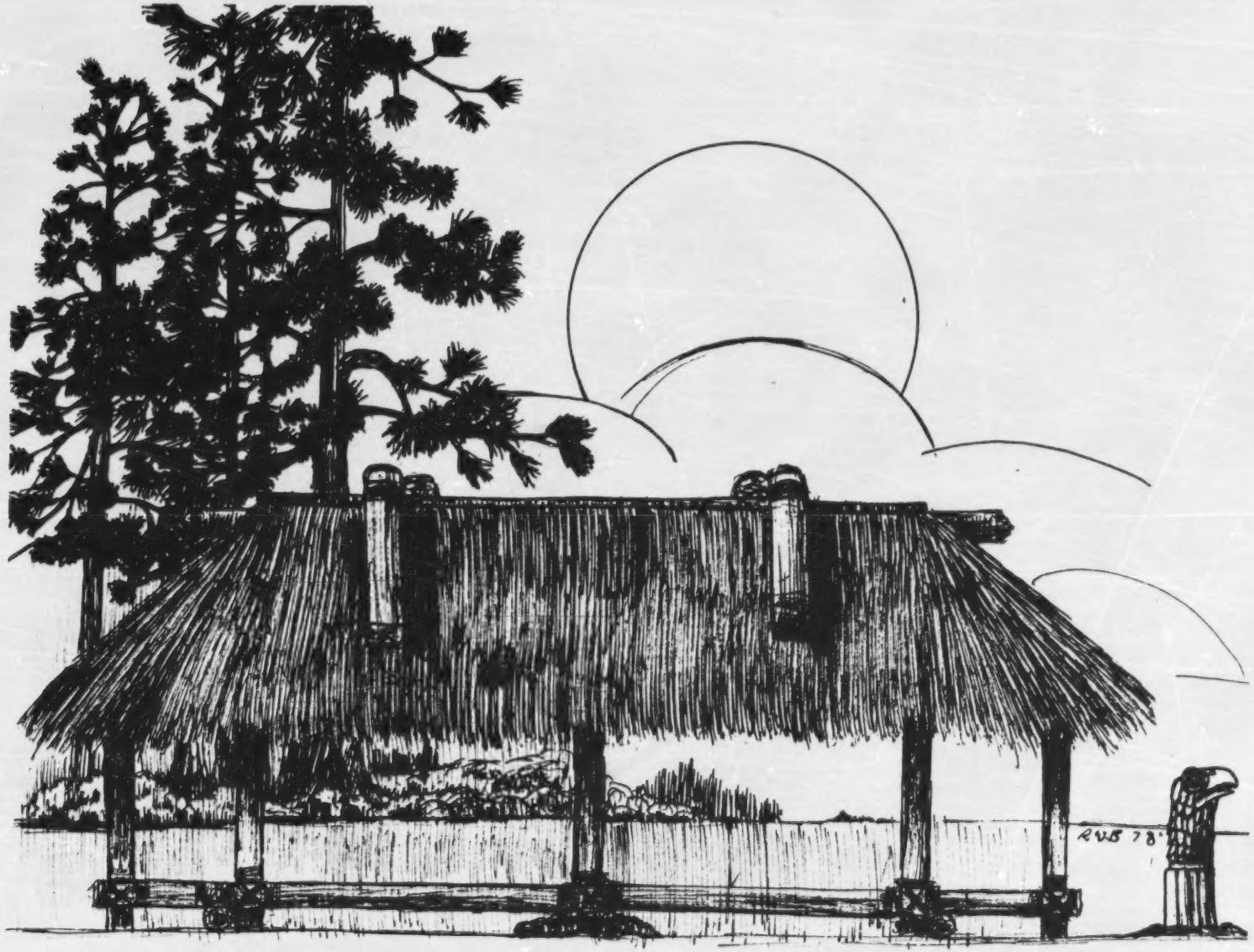
Compared to others, Conehatta adults report fewer student problems in the areas of learning abilities, absence, drug abuse, responsibility, and dropouts

(especially compared to Pearl River); Conehatta, along with Red Water, adults also report less alcohol abuse among students. Pearl River and Tucker, however, report problems with tardiness (especially compared to Standing Pine) and with accountability/assignments (especially compared to Conehatta).

In terms of new school facilities, Standing Pine and Conehatta adults give higher priority to a new gym than do other adults. Also, Red Water adults indicate lower priority for new classrooms than do adults from all other communities.

Data indicate that adults from Conehatta tend to report being much less interested than others in many areas of adult education and vocational training. That is, compared to others, Conehatta adults less often mention needing courses in math, reading, income tax, welding, clerical, agricultural, electrical, and technical courses (at *Chahta Okla* Community College), and, with Red Water adults, show less interest in courses on child abuse/neglect, English language, and plumbing. Adults from Pearl River and Standing Pine, on the other hand, are more interested than others (especially those from Tucker) in science and social science; however, Bogue Chitto adults show more interest in Indian singing.

BEST COPY AVAILABLE



C3

The previous numbered page in the original document was blank.

Chapter 8

Comprehensive Results of Target Group Comparisons

Responses of Choctaw students, BIA School faculty and staff, Choctaw Tribal Education staff, and Choctaw adults are compared using analysis of variance (*F*-ratio) techniques; that is, the greater the response differences among groups, the larger the *F*-ratio. Results indicate that over 92 percent of the attitudinal and 75 percent of the school rating differences among these four target groups are statistically significant (see Tables 65 and 66). With the large total number of cases (522), even relatively small scale differences are statistically significant; therefore, the discussion of these will be organized around the general patterns of differences found with each group when compared to other target groups.

Comparing Choctaw Students with Adult Groups

While both students and adults tend to agree with the attitudinal items, in thirty-seven percent (19) of the comparisons, student responses differ significantly from those of all three adult groups. That is, compared to students, the adult groups (tribal and school staffs and Choctaw adults) more strongly support parents visiting school and knowing more about school operations and policies; classes on alcohol and drug abuse and on Choctaw history and tribal law; special programs for the gifted and handicapped; encouraging students to stay in school and to read more; providing vocational training and education, and educational information and services to young adults; and the tribe having a long range educational plan, a guidance and counseling program, and more skilled workers. Also, the tribal education staff and Choctaw adults agree more strongly than do students that Choctaw children should learn their own history and culture, that the tribe needs to identify and help dropouts and to establish a community college, that parents are not aware of what happens to their children at school and need to know about school finance, that students need to be informed of their civil rights and see what types of careers are available, and that schools need to be encouraged to employ Indian counselors.

On the other hand, school and tribal educators agree more strongly than do students that it is important to involve Choctaw elders in educational programs and to give good students more appreciation; Choctaw adults and school staff agree more than students do that schools need to go back to the basic three R's. Tribal educators agree more than students do that schools should teach Choctaw history as part of the regular curriculum and need more Choctaw teachers. Choctaw adults agree more than students do that the tribe needs better education programs and that the schools need better testing programs.

In terms of evaluations, students are more supportive than adult groups on several issues. Students agree more often than school employees that the schools need bilingual programs, that the tribe's headstart and preschool programs are adequate, and that the tribe should provide students with jobs and coordinate all educational programs in the Choctaw area. Also, tribal and school educators are less inclined than are students to agree that school administrators are sensitive to the needs of students and their parents, that the BIA provides adequate college funding, and that the tribe has adequate help for children from broken homes. Finally, tribal education workers are less inclined than students to believe that the BIA schools have a good educational program and are doing an excellent job.

Comparing the Tribal Education Staff with Other Groups

In one-third (17) of the attitudinal comparisons, the tribal education workers agree more strongly than do the other groups that Choctaw children should learn about their history and culture and get more appreciation and recognition; that schools should encourage students to stay in school, have courses on alcohol and drug abuse, Choctaw history, and tribal law and have bilingual programs; that Choctaw parents need to know about how schools are financed; that special programs should be provided for the handicapped; that young people need educational services and to see what careers are available; and that the tribe needs to identify and help dropouts, and have more skilled workers, a counseling and guidance program, a vocational training center, and a long range educational plan.

On ten other items, the tribal educators agree more strongly than do students and school staff that Choctaw parents need to know school policies and operations, that students need to have peer tutoring, classes on the BIA, be informed of their civil rights, and have a chance to evaluate their teachers, that BIA schools need to employ Indian counselors and teachers, and that the tribe needs a community college and to coordinate all educational programs in the Choctaw area.

Tribal educators agree more than students and parents that it is important to involve Choctaw elders in educational programs and that schools need to encourage students to read more; they agree more

strongly than do school educators that the tribe needs better educational programs and that students need better P.E. opportunities. Also, the tribal education staff agrees more than do students that parents are not aware of what happens to children at school and need to visit school when they can, and that Choctaw students need special programs for the gifted, basic reading and math (grades 1-6), vocational education, and information on educational opportunities.

On the evaluation items, however, tribal educators are less inclined than all other groups to agree that BIA schools provide a good educational program and are doing an excellent job or that school administrators are sensitive to the needs of students and their parents; they agree less than do Choctaw students and adults that the tribe has adequate college funding and help for children from broken homes or that the tribal council should establish a college scholarship program.

Comparing School Educational Staff with Other Groups

For the most part, BIA School personnel tend to be attitudinally between the students and the other groups. For example, school educators are less supportive than other groups (i.e., tribal staff and Choctaw adults) but are more supportive than students are of parents learning about school operations and policies and of schools doing more to encourage students to stay in school. Also, school educators are significantly less supportive than those from the tribe but more supportive than are students of having classes on Choctaw language and tribal law and on alcohol and drug abuse, of having more appreciation and recognition for good students, programs for handicapped students, and educational services for all students, and for the tribe having a vocational training center, a long range educational plan, and better workers.

School faculty and staff agree more strongly than do students that parents should visit school when they can, that schools need to go back to the basic three R's and have a basic math program (grades 1-6), and that students need to be provided with vocational education, educational information, and special programs for the gifted. Also, school educators agree more than do Choctaw students and adults that schools need a basic reading program (grades 1-6) and that it is important to involve Choctaw elders in educational programs; Choctaw adults and students, however, agree more strongly than do school educators that the tribe's headstart and pre-school programs are adequate, that the BIA provides adequate college funding and that the tribe needs to provide students with jobs and has adequate help for children from broken homes.

School educators are less supportive than are tribal educators and adults in the areas of students needing better P.E. opportunities, peer tutoring, and awareness of their civil rights and available careers, of schools needing more Choctaw teachers, and of the tribe needing better educational programs and a community college; all groups agree more than do school educators that the schools need classes on the BIA and bilingual programs and that the tribe needs to coordinate all education programs in the Choctaw area. Tribal educators and students both feel more strongly than do school educators that students shouod have a chance to evaluate their teachers; Choctaw adults also agree more than do school educators that parents are not aware of what happens to their children at school and that better testing programs are needed.

While giving significantly lower support to administrators sensitivity than do students, school personnel give greater agreement to this item than do tribal education workers. The school staff also give greater support than does the tribal staff to the statements that the BIA schools have a good educational program and are doing an excellent job; on the other hand, educators from the tribe give more support than do those from the schools to the ideas that Choctaw parents need to know about how schools are financed, that Choctaw children need to learn their own history and culture, that the tribe needs to identify and help dropouts, and that the schools need to have more Choctaw teachers and Choctaw history as part of the regular curriculum.

Comparing Choctaw Adults with Other Groups

Somewhat like school educators, Choctaw adults are often found between other groups in their attitudes toward education. In one-fourth (13) of the comparisons, Choctaw adults agree more strongly than do students but less strongly than do tribal educators that the tribe needs to identify and help dropouts, and to have a guidance and counseling program, a long range education plan, a vocational training center, and better workers; that parents need to know how schools are financed; and that students need to be encouraged to read more and to learn their own history and culture, to have educational services, courses on Choctaw language, tribal law, and alcohol and drug abuse, and programs for the handicapped. Choctaw adults are also between tribal and school staffs on the issues of bilingual programs (i.e., tribal workers agree with this more strongly than do school educators); in the same way, they are between the tribal educators and the school students and educators on the ideas that students need more encouragement to stay in school and opportunities to see what careers are available.

Choctaw adults are more favorable than all other groups toward the tribe establishing a college scholarship program and agree more strongly than do students and school educators that Choctaw parents are not aware of what happens at school and need to know about school operation and policies, that students need to have courses on the BIA and be made

TABLE 65

Mean Attitude Comparisons Among Educational Target Groups

Item Content	Choctaw Student Average	School Staff Average	Tribal Staff Average	Choctaw Adult Average	Total Cases Average	*F*-Ratio
1. Children should learn culture	5.08	5.34	5.76	5.38	5.30	4.84
2. Teachers aware of culture	3.77	3.84	3.68	3.52	3.68	1.55 NS
3. Schools doing excellent job	4.37	4.32	3.00	4.25	4.21	11.72
4. Tribe needs counseling programs	4.81	5.36	5.72	5.34	5.21	9.64
5. Tribe needs to identify droupouts	4.98	5.40	5.75	5.49	5.32	9.64
6. Schools have good education	4.50	4.60	3.58	4.53	4.47	6.40
7. Tribe needs better education	5.01	4.81	5.26	5.49	5.16	12.93
8. Parent should visit school	4.91	5.66	5.68	5.59	5.40	19.23
9. Schools need alcohol education	4.14	5.28	5.73	5.13	4.90	23.46
10. Tribe needs college scholarships	5.10	4.06	3.67	5.60	4.96	59.53
11. Programs for gifted	4.87	5.48	5.32	5.28	5.20	9.11
12. Tribe/Schools-education information	4.77	5.58	5.58	5.49	5.29	25.27
13. Schools must encourage students	5.20	5.51	5.92	5.71	5.52	11.74
14. Parents not aware of school	4.20	4.55	4.72	4.86	4.57	6.15
15. Parents need to know school policies	4.97	5.24	5.57	5.58	5.31	11.90
16. Parents need to know school operation	5.02	5.31	5.72	5.59	5.35	12.99
17. Parents need to know school finance	4.89	4.97	5.56	5.20	5.07	5.59
18. Choctaw language classes needed	4.84	5.27	5.78	5.25	5.16	9.99
19. Need programs for handicapped	4.99	5.63	5.86	5.58	5.43	19.66
20. Important to involve elders	5.01	5.64	5.78	5.20	5.29	15.03
21. Need educational services for young adults	4.94	5.48	5.94	5.43	5.33	18.65
22. Schools need Choctaw history	5.01	5.15	5.83	5.21	5.18	6.21
23. Students should evaluate teachers	5.05	4.40	5.49	5.19	4.98	15.40
24. Students need P.E. opportunities	5.06	4.68	5.14	5.16	5.01	4.47
25. Need classes on BIA	4.66	4.30	5.30	5.16	4.80	18.10
26. Need classes on Tribal law	4.57	4.71	5.42	4.89	4.79	6.79
27. Schools need better testing programs	4.75	4.64	5.00	5.22	4.92	8.49
28. Schools need peer tutoring	4.92	4.84	5.36	5.19	5.04	4.81
29. Students need evening tutoring	5.06	4.98	5.38	5.22	5.13	2.10 NS
30. Schools need Choctaw clubs	4.94	4.75	5.23	4.95	4.92	1.68 NS
31. Good students need recognition	5.01	5.34	5.65	5.23	5.22	5.26
32. Schools need to encourage reading	5.07	5.58	5.78	5.56	5.43	11.73
33. Students aware of civil rights	5.10	5.19	5.70	5.47	5.31	7.86
34. Schools need basic reading 1-6	4.75	5.52	5.53	5.30	5.20	15.05
35. Schools need basic math 1-6	4.78	5.48	5.58	5.29	5.20	12.01
36. Students need bilingual programs	4.64	3.98	5.35	4.92	4.64	15.99
37. Schools should go back to three R's	4.48	5.29	4.94	5.18	4.97	12.36
38. Tribe needs to coordinate education	4.66	4.24	5.27	4.90	4.70	9.69
39. Tribe should provide students jobs	5.26	4.60	5.00	5.28	5.09	10.35
40. Tribe should have college	4.84	4.68	5.47	5.22	4.99	7.11
41. Tribe should have vocational center	4.97	5.45	5.76	5.48	5.33	11.71
42. Administrators sensitive to needs	4.70	4.34	3.73	4.45	4.45	5.75
43. BIA gives adequate college funding	4.69	3.88	3.88	4.43	4.35	10.24
44. Headstart/preschool adequate	4.68	4.06	4.50	4.72	4.53	8.51
45. Tribe helps kids from broken homes	4.34	3.45	3.34	4.27	4.04	13.87
46. G.E.D. helps adult employment	4.83	4.78	4.89	4.93	4.86	0.45 NS
47. Schools need Indian counselors	4.82	4.80	5.32	5.28	5.03	8.18
48. Vocational education is needed	4.89	5.28	5.49	5.44	5.23	10.02
49. Tribe needs educational plan	5.03	5.33	5.73	5.45	5.31	8.55
50. Need to see what careers available	5.13	5.21	5.78	5.45	5.32	7.07
51. Tribe needs more skilled workers	4.95	5.24	5.58	5.29	5.19	6.00
52. Schools need more Choctaw teachers	4.92	4.68	5.39	5.18	4.99	5.45

aware of their civil rights, that BIA schools need peer tutoring and better testing programs, and that the tribe needs a community college and better education programs. Also, compared to Choctaw students, adults agree more strongly that parents should visit school when they can, that students need vocational education and programs for the gifted, and that BIA schools need more Indian counselors, a basic math program (grades 1-6) and to go back to the basic three R's.

Compared to tribal and school staffs, Choctaw adults are less supportive of the importance of involving Choctaw elders in educational programs, but agree more that there is adequate college funding and help for children from broken homes. Compared to the tribal education staff, Choctaw adults less often agree

that Choctaw history needs to be a part of the regular curriculum and that good students need more appreciation and recognition; they agree more often, however, that the BIA schools provide a good educational program and are doing an excellent job and that school administrators are sensitive to the needs of students and their parents.

Finally, compared to the BIA school educators, Choctaw adults agree more strongly that the tribe's headstart and pre-school programs are adequate, that students need more P.E. opportunities and a chance to evaluate their teachers, that the BIA schools need more Choctaw teachers, and that the tribe needs to provide students with jobs and to coordinate all education programs in the Choctaw area.

School Rating Differences Among Target Groups

There are similar patterns found among the ratings of school characteristics (see Table 66). That is, all adult groups tend to give lower ratings than do students to library, counselors, administrators, extra-curricular activities, and the amount of Choctaw history and current events taught; tribal educators and Choctaw adults give lower ratings than do students to teachers and to the amount of Choctaw culture taught. Both tribal and school staffs give lower ratings than do students to the amount of Choctaw language taught.

On the other hand, school employees rate class instruction higher than do all other groups; they rate library and counselors lower than do Choctaw students and adults and give teachers and the amount of Choctaw culture and history taught higher ratings than do tribal educators. Also, tribal educators and students rate the food service lower than do school educators and Choctaw adults. Finally, no significant differences are found among the target groups in regard to school buildings and facilities, textbooks, and teacher aides; that is, the four groups tend to agree in their ratings of these areas.

TABLE 66

Mean School Characteristic Ratings Among Educational Target Groups

School Characteristic	Choctaw Students	School Staff	Tribal Staff	Choctaw Adults	Total Cases	*F*-Ratio
Class instruction	2.22	2.46	1.82	2.06	2.19	8.72
School building	2.57	2.44	2.60	2.42	2.48	1.01 NS
School equipment	2.53	2.48	2.68	2.40	2.48	1.22 NS
Textbooks	2.40	2.22	2.03	2.38	2.32	2.55 NS
Library	2.76	1.93	2.18	2.32	2.36	17.35
Counselors	2.64	1.52	1.66	1.99	2.08	25.42
Teachers	2.67	2.57	1.78	2.28	2.44	11.97
Administrators	2.66	2.38	2.15	2.39	2.46	4.35
Teacher aides	2.20	2.26	2.00	2.20	2.20	0.78 NS
Food service	1.92	2.21	1.68	2.18	2.07	3.59
Class size	2.36	2.33	2.39	2.12	2.26	2.80
Extra-curricular activities	2.60	2.05	2.10	2.09	2.24	10.59
Choctaw language taught	2.10	1.72	1.60	1.89	1.89	3.90
Choctaw culture taught	2.02	1.82	1.44	1.72	1.81	4.73
Choctaw history taught	2.18	1.87	1.35	1.74	1.87	9.28
Choctaw current events taught	2.25	1.94	1.65	1.87	1.99	6.53

BEST COPY AVAILABLE

The previous numbered page in the original document was blank.

Chapter 9

Summary and Recommendations

This final chapter constitutes a general summary and some recommendations regarding the major results of this comprehensive study of education by and for the Mississippi Band of Choctaw Indians. The cooperation, participation, and response generated by the study (i.e., surveys, samples, questionnaires, interviews, and institutional data collection) were quite good and, therefore, greatly enhance this discussion of results.

The Choctaw Schools

There are a number of major findings which emerged from the analyses of the institutional data which should be kept in mind as the Choctaw Tribe moves to affect change in the education of their children. In regard to teacher characteristics, for example, there is a definite pattern of having older, more experienced teachers at Bogue Chitto, younger teachers at Red Water, and less experienced teachers at Tucker; teaching experience among the other schools is evenly distributed. This finding alone is not disturbing; however, when coupled with apparent differences in achievement (see below) in these schools, it may need to be considered when distributing (or redistributing) teaching experience more equitably in the future. Another inequity observed is the student to faculty ratios, which vary from a low of 16 to 1 at Choctaw Central Middle School (grades 7-8) to a high of 23 to 1 at Choctaw Central Elementary School (Bogue Chitto is also low at 16.5 to 1); the ratios of other schools range from 18 to 1 to 19 to 1. The distributions of physical plants certainly are not equitable from community to community; at a minimum, the main classroom buildings at Tucker and Standing Pine are very old (nearly 60 years) and need replacement and buildings at Bogue Chitto and Conehatta also need attention.

Historically, the higher costs of providing food and bus services to students in outlying, sparsely populated communities have not been included in the budget allocations. Thus, in the community of Tucker, over 56 percent of the educational (cost per student) budget allocation in 1976-77 went to cover the costs of providing bus and food services; the figure for Choctaw Central was only 16.8 percent.

Another important point in planning is that student enrollment increased from 1966-67 to 1972-73, but since then has shown a downward trend; however, cost per student shows a linear (straight-lined) increase such that the projected cost per student for 1979-80 is expected to be \$2,700 ± \$61.43. Also, reviewing the budget allocations (cost per student) over the past 14 years indicates that the communities of Tucker, Standing Pine, and Red Water have not faired as well as other schools in the funding process; for example, in the past 14 years, Red Water has never received a budget allocation at or above the system average (i.e., cost per student).

The Agency data on average daily attendance (ADA) indicate a great variation among Choctaw schools in attendance; that is, a higher percentage of those enrolled are not attending school in Bogue Chitto and Pearl River (however, these figures are derived from ADA figures over a 14 year period and may only reflect differences among schools in methods of reporting ADA). In regard to student achievement, the institutional data over the past three years shows that only Pearl River 4th grade and Tucker 3rd grade have consistently been achieving up to grade level; the third grades in Standing Pine and Red Water were also at grade level this past year (1978-79). All the other grade levels among the Choctaw schools were below grade level in achievement; in fact, over the past seven years, from 62 to 98 percent of the students in various grades were achieving below grade level. Furthermore, while deficiencies between actual achievement level (grade equivalents) and students' assigned grade level have been reduced over the past few years in grades 3-5 and 8-10, they have fluctuated for grades 6, 7, and 11, and have actually increased for grade 12. Students entering from outside the Choctaw area are achieving better than their Choctaw area classmates. Tucker students appear to do better in reading; Bogue Chitto students do better in language; Conehatta students do better in mathematics. Students who attended Standing Pine and Red Water later tend to do more poorly than other students in all academic areas.

Choctaw Central School is the only school with dropout data. The overall rates for the entire school appear to be low, since most of the students are in elementary and middle school levels, where about one-fourth of the dropouts occur; i.e., about three-fourths of the dropouts occur in the high school. When data from 1971-72 to 1978-79 are examined for high school students only, the dropout rates range from 8.8 to 21.6 percent of the student population, with an average of 15.8 percent. Data from 1971-72 to 1974-75 indicate that the dropout rate has been as high as 30.3 percent (1973) for freshmen and that freshmen and juniors tend to have higher dropout rates than sophomores and seniors.

The Choctaw Student Sample

Some major findings emerged from analyzing the characteristics of the Choctaw students who participated in the educational and vocational surveys. One interesting result is that nearly one-third (32.1 percent) of the 324 students (grades 7-12) attended grade school in Pearl River; about two-thirds attended junior high school in Pearl River. The absenteeism data (over the past seven years) indicate that the older the student becomes, the greater the tendency to be absent from school.

In regard to the academic performance of these students, the data indicate that over eighty percent of them have a C- or better grade average; over 40 percent are getting A's and B's. This suggests that grades are somewhat inflated measures of performance (especially in Red Water) and are not generalizable beyond the particular school in which they occur. Actual achievement is quite low, with national percentiles ranging from 15.6 to 28.1. Generally for these students, the achievement levels have been increasing over the past 3 years, but at a decreasing rate; such that the rate of increase during the past year (1978-79) was less than a whole grade level on the average. The low achievement is also reflected in the fact that about forty percent of these Choctaw students have been retained or held back in school.

Despite very low levels of academic achievement, over forty percent of these Choctaw students want at least to graduate from college; another 21 percent want some college and another 27 percent want at least to graduate from high school. Thus, over 91 percent of them want to go through high school or beyond. In addition to their own educational aspirations, parents', especially mothers', influence is important; school counselors, however, are seen as least supportive of furthering students' education. Part of the reason for this finding is reflected in the fact that some of the schools in the Choctaw system do not have school counselors; however, high school students (especially 10th graders) report less support for continuing their education from school counselors and teachers than do junior high students. This is especially critical, since it is high school students who aspire to higher levels of education, but perceive less support from their counselors and teachers for doing so. Also, compared to their male classmates, Choctaw female students, while younger, are more academically prepared in the English language and in math and are more desirous of continuing their education; however, they report getting significantly less support from school counselors for doing so.

In regard to academic grades, high school students (especially freshmen and juniors) have significantly lower GPA's than do younger students. As pointed out earlier, except for English language scores (on the California Achievement Test), students tend to improve their achievement over time relative to other students in the nation. However, when categorized by grade level, this generalization holds true for junior high students only; for example, students who were seniors this past year show a significant drop in percentile scores between 1978 and 1979 in all areas except language, such that they are virtually at the same percentile levels they were two years ago. Thus, seniors have not been able to either increase or even maintain their levels of achievement in math and reading. Also, English scores dropped for both junior and senior high school students and then increased again to 1977 levels. Furthermore, achievement levels for seventh graders are generally quite low; the higher levels for upper graders may be attributable to some poorer students dropping out, such that the higher the grade, the better the academic standing of the students remaining. Achievement among these Choctaw students (grades 7-12) is from two years (for eighth graders) to four years (for seniors) below grade level; furthermore, the older students are further below grade level than are the younger students.

In comparing junior high students from the various communities, the data indicate that Bogue Chitto students have relatively high educational aspirations, receive greater support from teachers for continuing their education, and are achieving better, getting higher grades, and less often absent from school. On the other hand, students from Red Water are more desirous of education, perceive more support from their fathers for doing so, are less often absent from school, and receive high, but somewhat inflated grades, as their actual achievement levels are the lowest of all the middle schools; this fact may account for the finding that students from Red Water report the least amount of support from their teachers for continuing their education.

Choctaw Students' Vocational Needs

In planning for the vocational needs of Choctaw students, the results of the student survey indicate some important insights. First, it should be pointed out that the students clearly tend to prefer occupations that fall into the professional category; whereas the occupations of their parents tend to fall into lower status categories, particularly in that of laborer. Also, their parents only tend to have slightly above an eighth grade education. Even so, in addition to their own ideas, parents (especially mothers) are more important sources of career ideas than are friends and relatives; school teachers, and especially school counselors, are not strong sources of career choice ideas. About two-thirds of the students have held jobs, mostly at school or with the Tribe; the best liked and least-liked profession is teaching. They report having very little knowledge of vocational information.

Additionally, if jobs are available in their fields, most intend to stay in the Choctaw area; if not, the vast majority (73%) would not stay. Also, the majority

(70%) would leave for job training. Unfortunately, less than half the students feel that they will be able to find the job they want now (31%) and in the future (48%) in the Choctaw area. Only 39 percent "mostly" or "strongly" agree that their school has adequate job and career information and the majority feel that they would use it if there were more information. They also tend to believe that the tribe should have a vocational training center and that the schools should have more vocational education. They strongly believe that it is important to have a good job or career and that education will improve young people. Thus, there seems to be interest in participating in various types of vocational training, but if this does not result in actual employment, the vast majority will leave the Choctaw area.

Compared to their male classmates, Choctaw girls tend to aspire to higher status occupations (usually requiring more post-secondary education); however, girls report significantly less support from their fathers and school counselors for continuing their education. Compared to younger students, high school students, especially seniors, report being significantly more concerned, informed, and likely to use career information, but less likely to plan on spending their adult lives in the Choctaw area. Also, in comparing schools, the lack of counselors and career information in some schools is evident in the patterns of responses.

Choctaw Students' Educational Priorities

The student survey of educational needs indicated several important priorities from the student point of view which should be considered in making educational decisions. In regard to Choctaw schools, students feel that teachers need more awareness of Choctaw language, history, and culture. In terms of curricula, the BIA schools need to encourage children to read more, teach Choctaw history and language, basic math and reading (in grades 1-6) and more bilingual education. Programmatically, the students feel that the schools should do more to encourage students to stay in school, employ more Indian teachers and counselors, have more Choctaw clubs, guidance and counseling, and peer tutoring, and provide information on legal rights and educational opportunities.

The top priorities for the tribe revolve around providing jobs for students and opportunities for seeing what types of careers are available; they also want the tribe to develop a college scholarship program, identify dropouts and help them finish, establish a vocational training center and community college, and provide better educational programs so that the tribe will have more professionally trained workers.

Students feel that Choctaw parents need to visit school when they can and know more about school policies and operations; they also feel that Choctaw elders should be listened to and involved in educational programs. Students believe that children should learn about their history and culture, have better sports and P.E. opportunities, be made aware of their civil rights, and have more appreciation and recognition.

In regard to students' ratings of school characteristics, by far, they ranked the food service the lowest, followed by the amount of Choctaw culture, history, and language taught and the classroom instruction. In terms of school problems, they indicated grades, absence, prejudiced teachers, tardiness, dropping out, and alcohol abuse (in that order).

Interestingly, there were virtually no significant differences between male and female students' perceptions of needs. Older students, however, generally tend to be more critical of school than are younger students, and are more supportive of corrective measures such as more vocational education and cultural content in courses at school and a vocational training center for the tribe.

Also, there are a number of important school differences reflecting to some extent the variability in the relative levels of services; that is, some schools lack counseling and career information. To the extent that these reported differences represent actual differences in support, they represent evidence for increased allocations and/or a redistribution of resources among schools.

School and Tribal Education Staff Priorities

The majority of the school teachers and staff feel that the BIA schools are providing a good educational program and that school administrators are sensitive to the needs of Choctaw students and their parents; they are also aware of the fact that BIA teachers do not have a good awareness of Choctaw language, history, and culture. In regard to curricula, the teachers place priority on encouraging students to read more, basic math and reading (grades 1-6), going back to the basic three R's, alcohol and drug abuse education, and classes on Choctaw language. Programmatically, the school faculty and staff feel that the schools should provide students with information on educational opportunities and legal rights, encourage students to stay in school, and develop better parent-teacher communications. Concerning the tribe, school staff members feel that the tribal employees need to have better work habits and that the tribe needs to provide more adequate help for children from broken homes; they tend to only "somewhat" agree that the tribe's headstart and pre-school programs are adequate. Programmatically, they feel that the tribe should provide students with information on educational opportunities, more guidance and counseling and vocational education; they also tend to agree that the tribe should have a long range educational plan.

In terms of the school faculty and staff priorities for Choctaw parents, it appears that parents should visit school as often as they can and become familiar with school operation and policy; they also tend to want to

involve Choctaw elders in educational programs. School staff members' priorities for Choctaw students include special programs for the handicapped and gifted, educational and counseling services, Choctaw history and culture classes, and more appreciation and recognition of good students.

School staff members give the lowest ratings to parental involvement in and knowledge of school; student discipline, motivation, and skills; and the teaching of Choctaw heritage. Also rated below "average" are school counselors, special education, library, bilingual aides' classroom management, classroom instruction, and social services. The primary school problems are parental involvement and student absence and reading abilities. The primary staff problems center around substitute teachers, morale, and curricular matters. School faculty and staff also indicate some lack of familiarity with certain public, federal and tribal laws.

There are some interesting differences between Indian and non-Indian school staff responses, with non-Indians being less critical of BIA schools and teachers but more critical of student absenteeism, motivation, and responsibility. The tribal education staff generally tends to be more supportive of Choctaw students, Choctaw heritage, parental involvement, and tribal control of education than are the BIA educational staff members. Furthermore, there tend to be some important community differences among school staffs that should be considered in specific educational areas of concern.

Choctaw Adults' Educational Priorities

The thirteen percent random sample of 195 Choctaw adults was stratified within two percentage points of the actual proportions on the voting rolls in the six local Choctaw communities and, therefore, is assumed to be representative of the Choctaw adult voting populations found in those six communities. It is also true that the proportions in the sample are within two percentage points of the entire Choctaw population, but results are not necessarily representative of the general population. The educational and occupational attainment of the Choctaw adult sample is quite similar to that of the general population in 1974 (see Choctaw Demographic Survey, 1975); thus, the sample appears to be quite representative.

Choctaw adults' evaluations of BIA schools indicate that about three-fourths of them feel that BIA education employees need to improve their work habits and only one-fourth agree that BIA teachers have a good awareness of Choctaw language, history, and culture; just under half "mostly" or "strongly" agree that the BIA provides adequate college funding and that BIA schools are doing an excellent job.

From Choctaw adults' point of view, the greatest curricular needs concern the BIA schools encouraging children to read more, providing alcohol and drug abuse education, having classes on Choctaw language and history, going back to the basic three R's, and teaching basic reading and math (grades 1-6). By far, the greatest programmatic concern of Choctaw adults is that BIA schools need to do more to encourage students to stay in school; they also strongly agree that BIA schools need to provide information on educational opportunities and legal rights, to have teachers visit their students' homes at least once a year, to have more Indian teachers and counselors, and to have PTA organizations.

In evaluating the tribe's programs, Choctaw adults mostly agree that tribal employees need to improve their work habits, that the tribe's G.E.D. program helps adults find employment, that the Headstart and pre-school programs are adequate, and that the Bilingual and Follow-Through programs are doing what they are supposed to. They tend to only somewhat agree that the tribe's education employees are good, responsible workers and that the tribe provides adequate help for children from broken homes. Programmatically, Choctaw adults strongly agree that the tribe needs to 1) establish a college scholarship program, 2) identify dropouts and help them finish their education or G.E.D., 3) have a vocational training center, 4) provide information on educational opportunities, 5) provide information on the legal rights of students and their parents, 6) have a long range education plan, 7) have better educational programs, 8) have more counseling and guidance programs, 9) provide information on available careers, 10) have vocational education, 11) establish a community college, 12) provide students with jobs during both the summer and school year, and 13) have more professionally trained workers.

Choctaw adults' priorities for Choctaw parents indicate a concern that they do not seem aware of what happens to their children at school. Thus, the adults strongly agree that Choctaw parents should visit school when they can and learn about school policies and operations; they also strongly agree that schools need PTA organizations, that parents need to know about how schools are financed, and that Choctaw elders should be listened to and involved in educational programs.

Like the school staff, Choctaw adults tend to give the highest priority to having special programs for the handicapped, Choctaw history and culture, and counseling. They also want Choctaw students to be made aware of their civil rights; to have special programs for the gifted and talented, educational services, and evening tutoring; to have more appreciation and recognition; to have a chance to evaluate their teachers; and to have better sports and P.E. opportunities.

Clearly, Choctaw adults want to have greater community control of education. That is, they mostly agree that BIA facilities should be available to community members and that more community

control of BIA schools is needed; the majority (57%) also favor the tribe contracting the BIA schools. In rating the BIA school characteristics, Choctaw adults do not tend to rate any of the areas very high; that is, from their point of view, there is a great need for improving all the listed areas of school-related characteristics. The three general areas which were the lowest rated should be considered as top priority concerns; that is, all 15 items within the following three categories should be given the most attention: 1) parental involvement, 2) the teaching of Choctaw heritage, and 3) Choctaw student involvement in school. Three additional items were rated below "average" and need immediate attention as well; these concern school counselors, school financing, and special education.

The top three problems regarding students concern dropouts, absence and tardiness; others are alcohol abuse, learning abilities, and grades. Again, Choctaw adults are very concerned about the problem of parental involvement, but they do not tend to list or specify problems regarding the BIA school staff. In part, this may be a reflection of not really knowing or being familiar with school staff problems; however, a few adults (25% or less) indicate that faculty morale, teacher accountability, substitutes, personnel absenteeism, and curriculum continuum are problems.

The highest priority for new school facilities is given to classrooms and a new auditorium. Adult education courses need to be provided in English, reading, math, Indian culture, and child abuse education; vocational training should be provided, especially in the areas of carpentry, welding, and health professions. In fact, about two-thirds of the Choctaw adults would take classes (courses) at *Chahta Okla* Community College in the areas of vocational/technical courses, continuing education classes, and college courses. Also, half (or more) of the Choctaw adults report being "not at all" familiar with various public laws and BIA rules and school policies regarding education.

In making educational decisions and planning, it is important to note that there are few, if any, differences between male and female responses to the interview items, but there are some differences between Choctaw adults with and without children at home; however, this latter finding may be due to the age differences between these two groups. More importantly, there are a large number of differences found in interview responses among the various communities that will have to be considered in more detail when planning at the community (rather than tribal) level.

Target Group Differences

The analyses comparing the responses of Choctaw students, BIA school faculty and staff, Choctaw Tribal Education staff, and Choctaw adults indicate that, except for eight items, there are significant differences among these target groups which will need to be considered as various issues and changes are considered in the education of the Choctaw people. That is, there tends to be agreement among the four target groups regarding teacher unawareness of Choctaw culture, students needing evening tutoring and Choctaw clubs, the tribal G.E.D. program helping adults find employment, and their ratings of school buildings, facilities, textbooks and teacher aides. On all other items, however, there are significant differences in the response patterns among the four target groups. Analysis of variance techniques were used to determine where the greatest group differences occur; that is, the greater the numerical value of the *F*-ratio, the greater the response differences among the groups. Thus, more caution, discussion, and planning will be required to affect positive changes in areas where the degree of attitudinal differences are greatest and/or tend to directly affect one group (or segment of the educational system) more than others. Finally, it is recommended that further analyses of these data are needed to identify the specific effects of major attitudinal and institutional factors underlying the problems of Choctaw student achievement, retention, absenteeism, and dropouts.

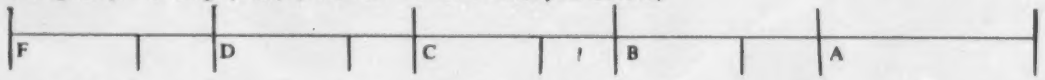
BEST COPY AVAILABLE

Appendix A

Vocational Education Needs Assessment 1979

BACKGROUND INFORMATION: Instructions: Please check or fill in the proper blank for each item.

1. Male _____ Female _____
2. Age _____
3. Grade level: 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th _____
4. Ethnic group: Non-Indian _____ Choctaw _____
   Other Indian (please name tribe) _____
5. Your grade point average (GPA). (Put an 'X' on the line where your GPA is.)



6. Education level you want to reach: (Circle the grade level you would like to reach.)

Grade	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Jr. High School			High School				College			Graduate School			

7. Who wants you to continue your education? (Circle your choices. You may circle more than one.)

	Not At All	A Little	Much	Very Much
Father	1	2	3	4
Mother	1	2	3	4
Relatives	1	2	3	4
School Counselors	1	2	3	4
Teachers	1	2	3	4
I do	1	2	3	5

8. How many other persons besides yourself live at your house? _____
9. Have you lived *most of your life* with your *parents*?

_____ yes
_____ no, with my father
_____ no, with my mother
_____ no, with relative(s)
_____ no, with someone else

JOBS AND CAREERS

10. Have you ever worked or had a job?

No _____ Yes _____
If *yes*,
a. What was your job? _____
b. What were your main duties? _____
_____
_____
c. Did you enjoy this work. (Circle the answer.)

No, not at all	Yes, some	Yes, much	Yes, very much
1	2	3	4

11. What job or career would you *most* like to have during your *adult life?* (Please be specific in your answer. *For example*, 'sales clerk in a hardware store,' 'a sixth grade teacher,,' 'a farmer with 200 head of stock,' 'the owner of a car dealership.')

a. _____

Please give three more choices for jobs you would like to have.

b. _____
c. _____
d. _____

12. What job or career would you *least* like to have? (Please be specific.)

_____
_____

13. In choosing *your* job or career, whose *ideas* are most important? (Please circle your choices.)

	Not at All Important	Somewhat Important	Very Important	Extremely Important
Father's ideas	1	2	3	4
Mother's ideas	1	2	3	4
Relatives' ideas	1	2	3	4
School Counselor's ideas	1	2	3	4
Teacher's ideas	1	2	3	4
Friends' ideas	1	2	3	4
My ideas	1	2	3	4

14. FATHER'S JOB
What job did your father have *most of his life?* (Again, please be specific in your answers. *For example:* 'farmer, school-teacher, bus driver, electrician, carpenter, doctor'.)

_____

15. FATHER'S EDUCATION. Highest grade completed: (Circle the highest grade *completed.*)

0	1 2 3 4 5 6	7 8	9 10 11 12	13 14 15 16	17 18 19 20
no school	grade school	junior high	high school	college	graduate school

16. MOTHER's JOB
What job (other than homemaker) did your mother have for *most of her life?* (Again, be specific.)

_____

17. MOTHER'S EDUCATION. Highest grade completed: (Circle highest grade *completed.*)

0	1 2 3 4 5 6	7 8	9 10 11 12	13 14 15 15	17 18 19 20
no school	grade school	junior high	high school	college	graduate school

18. How much do you know about the following? (Please circle your answers.)

	Nothing at All	A Little	Much	Very Much
Employment Assistance	1	2	3	4
Jobs and Careers	1	2	3	4
Management	1	2	3	4
Vocational Education	1	2	3	4
Industry	1	2	3	4
Chances of success in your chosen career	1	2	3	4
Federal Manpower Programs	1	2	3	4
Career Education	1	2	3	4
Students' Rights and Responsibilities	1	2	3	4
Job Markets	1	2	3	4
Jobs in the Choctaw Area	1	2	3	4
Jobs Outside the Choctaw Area	1	2	3	4
Vocational Courses in Mississippi	1	2	3	4
Business	1	2	3	4
Economics	1	2	3	4

YOUR FUTURE PLANS

(Please circle your answers.)

	Definitely Not	Probably Not	Maybe	Probably Would	Definitely Would
19. Do you plan to spend your *adult* life in the Choctaw area?	1	2	3	4	5
20. If there were more job or career information at school, would you use it?	1	2	3	4	5
21. To get job training, would you be willing to leave the Choctaw area?	1	2	3	4	5
22. Would you stay in the Choctaw area if there are jobs in your chosen field?	1	2	3	4	5
23. Would you stay in the Choctaw area if there are no jobs in your chosen field?	1	2	3	4	5

YOUR FUTURE PLANS

(Please circle your answers.)

	Definitely Not	Probably Not	Maybe	Probably Would	Definitely Would
24. To get a job in your chosen field, would you be willing to leave the Choctaw area?	1	2	3	4	5
25. If your parents decided your career, would it be the same as what you want?	1	2	3	4	5
26. Would you be more likely to continue your education if there were a vocational center located on the Choctaw Reservation?	1	2	3	4	5
27. If there were training in agricultural/ horticultural areas would you participate in the program?	1	2	3	4	5
28. If there were training in auto mechanics, would you participate in the program?	1	2	3	4	5
29. If there were carpentry and building trades' training, would you participate in it?	1	2	3	4	5
30. If there were electricity/electronics training, would you participate in it?	1	2	3	4	5
31. If there were welding/metal trades training, would you participate in it?	1	2	3	4	5
32. If there were allied health professions' training (LPN, EMT, lab technician) would you participate in it?	1	2	3	4	5
33. If there were plumbing training, would you participate in it?	1	2	3	4	5
34. If there were secretarial/clerical training, would you participate in it?	1	2	3	4	5

YOUR IDEAS ON EDUCATION AND CAREERS

(Please circle your answers.)

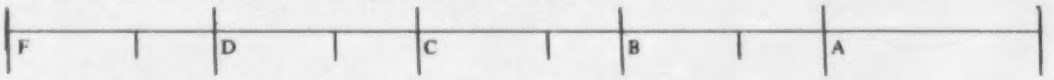
	Strongly Disagree	Mostly Disagree	Somewhat Disagree	Somewhat Agree	Mostly Agree	Strongly Agree
35. It is important to have a good job or career.	1	2	3	4	5	6
36. Education will improve young people.	1	2	3	4	5	6
37. My school needs more information on jobs and careers.	1	2	3	4	5	6
38. It is important for you to make the choice of your job or career.	1	2	3	4	5	6
39. The Choctaw schools and the tribal education department should provide information on jobs and careers for everyone.	1	2	3	4	5	6
40. My school needs more vocational education.	1	2	3	4	5	6
41. The tribe should have a vocational training center at Choctaw.	1	2	3	4	5	6
42. My school provides adequate job and career information.	1	2	3	4	5	6
43. Most students in this school are interested in continuing their education.	1	2	3	4	5	6
44. Parents interfere with students' career choices.	1	2	3	4	5	6
45. There are jobs now in my career choice in the Choctaw area.	1	2	3	4	5	6
46. When I start working, I will be able to find the job I want in the Choctaw area.	1	2	3	4	5	6

Appendix B

Choctaw Educational Needs Assessment 1979

BACKGROUND INFORMATION: Instructions: Please check or fill in the proper blank for each item.

1. Male _____ Female _____
2. Age _____
3. Grade level: 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th _____
4. Ethnic group: Non-Indian _____ Choctaw _____
   Other Indian (please name tribe) _____
5. Your grade point average (GPA). (Put an 'X' on the line where your GPA is.)



6. Education level you want to reach: (Circle the grade level you would like to reach.)

Grade	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Jr. High School			High School				College			Graduate School			

7. Who wants you to continue your education? (Circle your choices. You may circle more than one.)

	Not At All	A Little	Much	Very Much
Father	1	2	3	4
Mother	1	2	3	4
Relatives	1	2	3	4
School Counselors	1	2	3	4
Teachers	1	2	3	4
I do	1	2	3	5

8. How many other persons besides yourself live at your house? _____
9. Have you lived *most of your life* with your *parents*?

_____ yes
_____ no, with my father
_____ no, with my mother
_____ no, with relative(s)
_____ no, with someone else

10. In *your school*, how would you rate the following? (Circle your answers.)

	Inferior (poor)	Below Average	Average	Above Average	Superior (very good)
a. class instruction	0	1	2	3	4
b. school buildings	0	1	2	3	4
c. school equipment	0	1	2	3	4
d. textbooks	0	1	2	3	4
e. library	0	1	2	3	4
f. counselors	0	1	2	3	4
g. teachers	0	1	2	3	4
h. administrators	0	1	2	3	4
i. teacher aides	0	1	2	3	4
j. food service	0	1	2	3	4
k. class size	0	1	2	3	4
l. sports	0	1	2	3	4
m. band	0	1	2	3	4
n. music (other than band)	0	1	2	3	4
o. other extra-curricular activities	0	1	2	3	4
p. amount of Choctaw:					
1) language taught	0	1	2	3	4
2) culture taught	0	1	2	3	4
3) history taught	0	1	2	3	4
4) current events taught	0	1	2	3	4
q. your own knowledge of:					
1) Choctaw language	0	1	2	3	4
2) Choctaw culture	0	1	2	3	4
3) Choctaw history	0	1	2	3	4
4) Choctaw current events	0	1	2	3	4

10. In *your school*, how would you rate the following? (Circle your answers.)

	Inferior (poor)	Below Average	Average	Above Average	Superior (very good)
r. other things in school:					
(name: _____)	0	1	2	3	4
(name: _____)	0	1	2	3	4
(name: _____)	0	1	2	3	4

11. In *your school*, are any of the following problems for students? (Circle your answer.)

	No Problem	Minor Problem	Average Problem	Major Problem	Extreme Problem
a. grades	0	1	2	3	4
b. prejudiced teachers	0	1	2	3	4
c. being tardy	0	1	2	3	4
d. being absent	0	1	2	3	4
e. dropping out	0	1	2	3	4
f. alcohol abuse	0	1	2	3	4
g. drug abuse	0	1	2	3	4

h. other (please name)

_____
_____
_____

12. What do you feel are the main reasons for Indian students *staying* in school?

a. _____
b. _____
c. _____

13. What do you feel are the main reasons for Indian students *dropping out* of school?

a. _____
b. _____
c. _____

14. What do you think Choctaw parents could do to help students succeed in school?

a. _____
b. _____
c. _____

15. Please list any other educational needs of Indian students in the Choctaw area.

a. _____
b. _____
c. _____

INSTRUCTIONS: Please circle the one answer which most clearly represents your feelings about the statement. Please be honest in your answers and answer all statements.

	Strongly Disagree	Mostly Disagree	Somewhat Disagree	Somewhat Agree	Mostly Agree	Strongly Agree
1. Choctaw children should learn about their history and culture.	1	2	3	4	5	6
2. Local teachers have a good awareness of Choctaw language, history, and culture.	1	2	3	4	5	6
3. The BIA schools serving our community are doing an excellent job.	1	2	3	4	5	6
4. The Choctaw Tribe needs more counseling and guidance programs for its young people.	1	2	3	4	5	6
5. The BIA schools need more counseling and guidance programs for their students.	1	2	3	4	5	6
6. The Choctaw Tribe needs to identify drop-outs from high school and help them finish high school or work on their GED.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
7. Our BIA schools provide a good educational program.	1	2	3	4	5	6
8. The Choctaw Tribe needs better educational programs.	1	2	3	4	5	6
9. Choctaw parents should visit the school when they can.	1	2	3	4	5	6
10. Our schools should provide drug and alcohol abuse education.	1	2	3	4	5	6
11. Teachers should visit the homes of their students at least once a year.	1	2	3	4	5	6
12. The Choctaw Tribal Council should establish a college scholarship program for Indian students.	1	2	3	4	5	6
13. Gifted and talented students should be provided special programs.	1	2	3	4	5	6
14. The Choctaw Tribal Education Department and the Choctaw Agency should provide information concerning educational opportunities to everyone.	1	2	3	4	5	6
15. The counseling and guidance program should provide services to students who are in trouble with the law.	1	2	3	4	5	6
16. Education can help young people become better persons.	1	2	3	4	5	6
17. Choctaw schools should do more to encourage students to stay in school.	1	2	3	4	5	6
18. The schools and the tribal education department should provide information on legal rights to students and their parents.	1	2	3	4	5	6
19. Choctaw parents do not seem to be aware of what happens to their children at school.	1	2	3	4	5	6
20. Choctaw parents need to know more about school policies.	1	2	3	4	5	6
21. Choctaw parents need to know more about how schools are operated.	1	2	3	4	5	6
22. Choctaw parents need to know how schools are financed.	1	2	3	4	5	6
23. Language classes in Choctaw should be held for anyone interested.	1	2	3	4	5	6
24. Special programs should be operated for the mentally and physically handicapped.	1	2	3	4	5	6
25. It is important to listen to and involve our Choctaw elders in our educational programs.	1	2	3	4	5	6
26. Educational services need to be provided for young adults.	1	2	3	4	5	6
27. Our school needs to teach Choctaw history as part of the regular curriculum.	1	2	3	4	5	6
28. Students should be given a chance to evaluate how well their teachers do their job.	1	2	3	4	5	6
29. Choctaw students need better sports programs and physical education opportunities.	1	2	3	4	5	6
30. Classes on the BIA, its history, structure, and how it works are needed.	1	2	3	4	5	6
31. Local Choctaw schools need better testing programs.	1	2	3	4	5	6
32. Classes should be offered on the tribal government, tribal constitution, and tribal law.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
33. Schools need to develop peer tutoring programs (students helping other students).	1	2	3	4	5	6
34. Tutoring should be provided in the evenings for students needing help with their schoolwork.	1	2	3	4	5	6
35. Our schools need Choctaw clubs.	1	2	3	4	5	6
36. We need to give good students more appreciation and recognition.	1	2	3	4	5	6
37. Our schools need to encourage students to read more.	1	2	3	4	5	6
38. Students should be made aware of their civil rights.	1	2	3	4	5	6
39. The tribe should seek more assistance from the office of school administration on educational problems in the BIA schools.	1	2	3	4	5	6
40. Choctaw schools need bilingual educational programs.	1	2	3	4	5	6
41. Choctaw schools need to go back to the basics of reading, writing, and arithmetic.	1	2	3	4	5	6
42. The tribe needs to coordinate all educational programs in the Choctaw area.	1	2	3	4	5	6
43. The tribe should provide students with jobs during the school year and during the summer.	1	2	3	4	5	6
44. The tribe should establish a community college.	1	2	3	4	5	6
45. The tribe should have a vocational training center.	1	2	3	4	5	6
46. The administrators of the Choctaw schools are sensitive to the needs of the parents and students.	1	2	3	4	5	6
47. The Bureau of Indian Affairs provides adequate funding for college students.	1	2	3	4	5	6
48. The Headstart and other pre-school programs at Choctaw are adequate.	1	2	3	4	5	6
49. The tribe has adequate help for students from broken homes.	1	2	3	4	5	6
50. I feel that the tribe's GED program helps many adults find better employment.	1	2	3	4	5	6
51. The Choctaw schools should be encouraged to employ Indian counselors.	1	2	3	4	5	6
52. Vocational education is needed to help many Choctaw people decide on what they want to do in life.	1	2	3	4	5	6
53. The Choctaw tribe should have a long range education plan for future needs.	1	2	3	4	5	6
54. Choctaw people need more opportunities to see what types of careers are available to them.	1	2	3	4	5	6
55. The Choctaw Tribe would benefit from having more professionally trained members to work in tribal programs.	1	2	3	4	5	6
56. The Choctaw schools need more Indian teachers.	1	2	3	4	5	6
57. A basic reading program should be taught in grades 1-6 in our schools.	1	2	3	4	5	6
58. A basic math program should be taught in grades 1-6 in our schools.	1	2	3	4	5	6

Appendix C

Professional Staff and Tribal Educators
Choctaw Area Schools—BIA Educational Needs Assessment
1979

Please check the appropriate blank for each item.

1. Sex: Male _____ Female _____
2. Age: _____
3. Marital Status: Single _____ Separated _____
   Married _____ Divorced _____
   Widowed _____
4. Tribal affiliation:
   Non-Indian _____ Choctaw _____
   Other Indian (Name tribe: _____)
5. Education—highest grade completed (e.g., 7, 8, 11, 12, 13) _____
   college degrees earned (e.g., BA, MA, Ed. Spec., Ed.D.) _____
6. Current job in school:
   Teacher Aide _____; Teacher _____; Suprv./Prin. _____
   a) grade level teaching: K-5 _____, 6-8 _____; high school _____
   b) if departmentalized, subject(s) taught: _____
   c) if an Aide, what grade levels do you assist _____
   d) if an Aide, what subject areas do you work in _____
7. How many years have you held this job:
   a) in this school? _____
   b) in this Agency? _____
   c) in the Choctaw area? _____
   d) in other areas? _____
8. Total number of years experience in this type of job? _____

9. In *your school*, are any of the following a problem? (Circle answers)

   A. FACULTY/STAFF
   - morale
   - salaries
   - teacher accountability
   - parent involvement/support
   - personnel absenteeism
   - substitute teachers
   - fringe benefits _____ ; specify _____
   - curriculum continuum
   - uniform curriculum system
   - other _____
   - personnel: hiring/firing

   B. STUDENT
   - grades
   - learning abilities
   - absenteeism
   - tardiness
   - dropouts
   - motivation
   - alcohol abuse
   - drug abuse
   - student accountability (assignments)
   - student responsibility
   - student activities (clubs/organizations)
   - reading abilities

10. In *your school*, how would you rate: (circle your answers)

	Inferior	Below Average	Average	Above Average	Superior
class instruction	0	1	2	3	4
school facilities	0	1	2	3	4
school equipment	0	1	2	3	4
textbooks	0	1	2	3	4
library	0	1	2	3	4
counselors	0	1	2	3	4
teachers	0	1	2	3	4
administrators	0	1	2	3	4
teacher aides	0	1	2	3	4
food service	0	1	2	3	4
class size	0	1	2	3	4
extra-curricular activities	0	1	2	3	4
transportation	0	1	2	3	4
student discipline	0	1	2	3	4
amount of Choctaw:					
1) language taught	0	1	2	3	4
2) culture taught	0	1	2	3	4
3) history taught	0	1	2	3	4
4) current events	0	1	2	3	4
your own knowledge of:					
1) Choctaw language	0	1	2	3	4
2) Choctaw culture	0	1	2	3	4

	Inferior	Below Average	Average	Above Average	Superior
3) Choctaw history	0	1	2	3	4
4) Choctaw current events	0	1	2	3	4
ability of bilingual aides to teach native language:					
1) proficiency in Choctaw	0	1	2	3	4
2) methods/techniques in classroom instruction	0	1	2	3	4
3) methods/techniques in classroom management	0	1	2	3	4
special education	0	1	2	3	4
school transportation	0	1	2	3	4
social services	0	1	2	3	4
health services	0	1	2	3	4
home-school liaison	0	1	2	3	4
administrative leadership	0	1	2	3	4
financing of education	0	1	2	3	4
teaching materials	0	1	2	3	4
teaching equipment	0	1	2	3	4
educational testing	0	1	2	3	4
trival support of education	0	1	2	3	4
parental involvement	0	1	2	3	4
parental knowledge of school program	0	1	2	3	4
parental knowledge of school policy	0	1	2	3	4
parental influence on school operations	0	1	2	3	4
student motivation	0	1	2	3	4
student academic skills	0	1	2	3	4
student attendance	0	1	2	3	4
class punctuality	0	1	2	3	4
student enthusiasm	0	1	2	3	4
other things in school					
(name: _____)	0	1	2	3	4
(name: _____)	0	1	2	3	4
(name: _____)	0	1	2	3	4

INSTRUCTIONS: Please circle the one which most clearly represents your feelings about the statement. Please be honest in responses and answer all statements.

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
1. Choctaw students should learn about their history and culture.	1	2	3	4	5	6
2. BIA teachers have a good awareness of Choctaw culture.	1	2	3	4	5	6
3. BIA schools serving our community are doing an excellent job.	1	2	3	4	5	6
4. Choctaw tribe needs a counseling and guidance program for its young people.	1	2	3	4	5	6
5. Choctaw tribe needs to identify dropouts from high school and help them finish high school or work on their GED	1	2	3	4	5	6
6. Our BIA schools provide a good educational program.	1	2	3	4	5	6
7. Choctaw tribe needs better educational programs.	1	2	3	4	5	6
8. Choctaw parents should visit the school when they can.	1	2	3	4	5	6
9. BIA schools should provide alcohol and drug abuse education.	1	2	3	4	5	6
10. Need better parent-teacher communications through meetings, open houses, parent days, home visits, etc.	1	2	3	4	5	6
11. School board meetings are open to all parents and community members.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
12. The Choctaw Agency and Choctaw Tribe Education Department college scholarship program for Choctaw students is adequate.	1	2	3	4	5	6
13. Gifted and talented children should be provided special programs.	1	2	3	4	5	6
14. The Choctaw Tribal Education Department and Choctaw BIA Agency should provide information concerning educational opportunities to everyone.	1	2	3	4	5	6
15. The counseling and guidance program should provide services to students.	1	2	3	4	5	6
16. Education can help young people to acquire skills to function in the dominate society.	1	2	3	4	5	6
17. Choctaw schools must do more to encourage students to stay in school.	1	2	3	4	5	6
18. The BIA schools should provide information on legal rights of students and parents.	1	2	3	4	5	6
19. Choctaw parents do not seem to be aware of what happens to their children at school.	1	2	3	4	5	6
20. Choctaw parents need to know more about school policies.	1	2	3	4	5	6
21. Choctaw parents need to know more about how schools are operated.	1	2	3	4	5	6
22. Choctaw parents need to know how schools are financed.	1	2	3	4	5	6
23. Language classes in Choctaw should be held for anyone interested.	1	2	3	4	5	6
24. Special programs should be provided for the mentally and physically handicapped.	1	2	3	4	5	6
25. It is important to listen to and involve our community people in our educational programs.	1	2	3	4	5	6
26. Educational services need to be provided for young Choctaw adults.	1	2	3	4	5	6
27. Our BIA schools need to teach Choctaw history as part of the regular curriculum.	1	2	3	4	5	6
28. Students should be given a chance to evaulate how well their teachers do their job.	1	2	3	4	5	6
29. Choctaw students need better physical education programs and opportunities.	1	2	3	4	5	6
30. Classes on the BIA, its history, structure and how it works are needed.	1	2	3	4	5	6
31. Classes should be offered on the Choctaw tribal constitution and tribal law.	1	2	3	4	5	6
32. BIA schools need better student testing programs.	1	2	3	4	5	6
33. BIA schools need to develop peer tutoring programs.	1	2	3	4	5	6
34. Tutoring should be provided in the evenings for students needing help with their school work	1	2	3	4	5	6
35. Our BIA schools need Choctaw clubs.	1	2	3	4	5	6
36. We need to give good students more appreciation and recognition.	1	2	3	4	5	6
37. Our BIA schools need to encourage children to read more.	1	2	3	4	5	6
38. Choctaw students should be made aware of their civil rights.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
39. The tribe should seek more assistance on educational problems from the State of Mississippi.	1	2	3	4	5	6
40. Choctaw schools need bilingual educational programs.	1	2	3	4	5	6
41. Choctaw schools need to go back to the basics of reading, writing and arithmetic.	1	2	3	4	5	6
42. The tribe needs to coordinate all educational programs in the Choctaw area.	1	2	3	4	5	6
43. The tribe should provide students with jobs during the school year and during the summer.	1	2	3	4	5	6
44. The tribe should establish a community college.	1	2	3	4	5	6
45. The tribe should have a vocational training center.	1	2	3	4	5	6
46. Our BIA school administrators are sensitive to the needs of parents and students.	1	2	3	4	5	6
47. The Bureau of Indian Affairs provides adequate funding for college students.	1	2	3	4	5	6
48. Headstart and other pre-school programs are adequate.	1	2	3	4	5	6
49. The tribe has adequate help for children from broken homes.	1	2	3	4	5	6
50. Choctaw area tribal employees need to improve their work habits.	1	2	3	4	5	6
51. I feel the G.E.D. program helps many adults find better employment.	1	2	3	4	5	6
52. Our BIA schools should be encouraged to employ Indian counselors.	1	2	3	4	5	6
53. Vocational education is needed to help many Indians decide on what they want to do in life.	1	2	3	4	5	6
54. Choctaw tribe should have a long range educational plan for future needs.	1	2	3	4	5	6
55. Choctaw people need more opportunities to see what types of careers are available to them.	1	2	3	4	5	6
56. Choctaw tribe would benefit from more skilled workers.	1	2	3	4	5	6
57. Our Choctaw schools need more Choctaw teachers.	1	2	3	4	5	6
58. A basic reading program should be taught in grades 1-6.	1	2	3	4	5	6
59. A basic math program should be taught in grades 1-6.	1	2	3	4	5	6

How *familiar* are you with the following items?

INSTRUCTIONS: Please circle the number following each item that best expresses your opinion..

The following scale will be used:
1—Not at all 2—Somewhat 3—Much 4—Very much.

1. Title IV Indian Education Act	1	2	3	4
2. Public Law 874, Impact Aid	1	2	3	4
3. Johnson-O'Malley Act	1	2	3	4
4. School Finance	1	2	3	4
5. School Board Policy	1	2	3	4
6. Civil Rights Laws	1	2	3	4
7. Tribal Law	1	2	3	4
8. Rules and Regulations	1	2	3	4
9. Student Rights and Responsibilities	1	2	3	4

What do you feel are the main reasons for Choctaw students *staying* in school?

a. _____
b. _____
c. _____

What do you feel are the main reasons for Choctaw students *dropping out* of school?

a. _____
b. _____
c. _____

Please list any other educational needs of Choctaw students in the Choctaw area:

a. _____
b. _____
c. _____

What do you think parents could do to help students succeed in school?

a. _____
b. _____
c. _____

Appendix D

Choctaw Educational Needs Assessment 1979

Please check the appropriate blank for each of the items.

1. Sex: Male _____ Female _____
2. Age: _____
3. Marital status: Single _____ Separated _____
   Married _____ Divorced _____
   Widowed _____
4. Tribe: Choctaw _____ Non-Indian _____
   Other Indian, name tribe: _____
6. Currently employed:
   Full-time _____ Part-time _____
   Unemployed _____ (or seasonal)
7. Months unemployed in 1978: _____
8. Current/latest job or occupation held: _____
9. Estimated 1978 Gross income:

$ 0- 999 _____	$ 6000- 6999 _____
$ 1000- 1999 _____	$ 7000- 7999 _____
$ 2000- 2999 _____	$ 8000- 8999 _____
$ 3000- 3999 _____	$ 9000- 9999 _____
$ 4000- 4999 _____	$10000-14999 _____
$ 5000- 5999 _____	$15000 or more ____

10. Number of children in your home:

	No. of children:
Grades 9-12	_____
Grades 7-8	_____
Kindergarten-6	_____
Below school age	_____

11. Distance (miles) to school from your home: _____

INSTRUCTIONS: Please circle the one answer which most clearly represents your feelings about the statement. Please be honest in your answers and answer all statements.

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
1. Choctaw children should learn about their history and culture.	1	2	3	4	5	6
2. Local teachers have a good awareness of Choctaw language, history, and culture.	1	2	3	4	5	6
3. The BIA schools serving our community are doing an excellent job.	1	2	3	4	5	6
4. The Choctaw Tribe needs more counseling and guidance programs for its young people.	1	2	3	4	5	6
5. The BIA schools need more counseling and guidance programs for their students.	1	2	3	4	5	6
6. The Choctaw Tribe needs to identify drop-outs from high school and help them finish high school or work on their GED.	1	2	3	4	5	6
7. Our BIA schools provide a good educational program.	1	2	3	4	5	6
8. The Choctaw Tribe needs better educational programs.	1	2	3	4	5	6
9. Choctaw parents should visit the school when they can.	1	2	3	4	5	6
10. Our schools should provide drug and alcohol abuse education.	1	2	3	4	5	6
11. Teachers should visit the homes of their students at least once a year.	1	2	3	4	5	6
12. The Choctaw Tribal Council should establish a college scholarship program for Indian students.	1	2	3	4	5	6
13. Gifted and talented students should be provided special programs.	1	2	3	4	5	6
14. The Choctaw Tribal Education Department and the Choctaw Agency should provide information concerning educational opportunities to everyone.	1	2	3	4	5	6
15. The counseling and guidance program should provide services to students who are in trouble with the law.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Somewhat Disagree	Somewhat Agree	Mostly Agree	Strongly Agree
16. Education can help young people become better persons.	1	2	3	4	5	6
17. Choctaw schools should do more to encourage students to stay in school.	1	2	3	4	5	6
18. The schools and the tribal education department should provide information on legal rights to students and their parents.	1	2	3	4	5	6
19. Choctaw parents do not seem to be aware of what happens to their children at school.	1	2	3	4	5	6
20. Choctaw parents need to know more about school policies.	1	2	3	4	5	6
21. Choctaw parents need to know more about how schools are operated.	1	2	3	4	5	6
22. Choctaw parents need to know how schools are financed.	1	2	3	4	5	6
23. Language classes in Choctaw should be held for anyone interested.	1	2	3	4	5	6
24. Tribal Education employees are good, responsible workers.	1	2	3	4	5	6
25. BIA education employees are good, responsible workers.	1	2	3	4	5	6
26. Special programs should be operated for the mentally and physically handicapped.	1	2	3	4	5	6
27. It is important to listen to and involve our Choctaw elders in our educational programs.	1	2	3	4	5	6
28. Educational services need to be provided for senior citizens.	1	2	3	4	5	6
29. Educational services need to be provided for young adults.	1	2	3	4	5	6
30. Our school needs to teach Choctaw history as part of the regular curriculum.	1	2	3	4	5	6
31. Students should be given a chance to evaluate how well their teachers do their job.	1	2	3	4	5	6
32. Choctaw students need better sports programs and physical education opportunities.	1	2	3	4	5	6
33. Classes on the BIA, its history, structure, and how it works are needed.	1	2	3	4	5	6
34. Classes should be offered on the Choctaw tribal constitution and tribal law.	1	2	3	4	5	6
35. BIA schools need better student testing programs.	1	2	3	4	5	6
36. BIA schools need to develop peer tutoring programs.	1	2	3	4	5	6
37. Tutoring should be provided in the evenings for students needing help with their school work.	1	2	3	4	5	6
38. PTA organizations are needed in our schools.	1	2	3	4	5	6
39. Our BIA schools need Choctaw clubs.	1	2	3	4	5	6
40. We need to give good students more appreciation and recognition.	1	2	3	4	5	6
41. Our BIA schools need to encourage children to read more.	1	2	3	4	5	6
42. Choctaw students should be made aware of their civil rights.	1	2	3	4	5	6
43. The tribe should seek more assistance on educational problems from the State of Mississippi.	1	2	3	4	5	6
44. Choctaw schools need bilingual educational programs.	1	2	3	4	5	6

	Strongly Disagree	Mostly Disagree	Some-what Disagree	Some-what Agree	Mostly Agree	Strongly Agree
45. Choctaw schools need to go back to the basics of reading, writing and arithmetic.	1	2	3	4	5	6
46. The tribe needs to coordinate all educational programs in the Choctaw area.	1	2	3	4	5	6
47. The tribe should provide students with jobs during the school year and during the summer.	1	2	3	4	5	6
48. The tribe should establish a community college.	1	2	3	4	5	6
49. The tribe should have a vocational training center.	1	2	3	4	5	6
50. Our BIA school administrators are sensitive to the needs of parents and students.	1	2	3	4	5	6
51. The Bureau of Indian Affairs provides adequate funding for college students.	1	2	3	4	5	6
52. Headstart and other pre-school programs are adequate.	1	2	3	4	5	6
53. The tribe has adequate help for children from broken homes.	1	2	3	4	5	6
54. Choctaw area tribal employees need to improve their work habits.	1	2	3	4	5	6
55. I feel that the tribe's GED program helps many adults find better employment.	1	2	3	4	5	6
56. Our BIA schools should be encouraged to employ Indian counselors.	1	2	3	4	5	6
57. Vocational education is needed to help many Indians decide on what they want to do in life.	1	2	3	4	5	6
58. The Choctaw tribe should have a long range education plan for future needs.	1	2	3	4	5	6
59. Choctaw people need more opportunities to see what types of careers are available to them.	1	2	3	4	5	6
60. The Choctaw tribe would benefit from more skilled workers.	1	2	3	4	5	6
61. Our Choctaw schools need more Choctaw teachers.	1	2	3	4	5	6
62. A basic reading program should be taught in grades 1-6.	1	2	3	4	5	6
63. A basic math program should be taught in grades 1-6.	1	2	3	4	5	6
64. BIA education facilities should be available for use by community members.	1	2	3	4	5	6
65. BIA education employees need to improve their work habits.	1	2	3	4	5	6
66. The Follow-Through Program is doing what it is supposed to.	1	2	3	4	5	6
67. More community control of BIA schools is needed.	1	2	3	4	5	6
68. The Bilingual Program is doing what it is supposed to.	1	2	3	4	5	6
69. I favor the tribe contracting the BIA schools.	1	2	3	4	5	6

Which new facilities are needed in our schools? (Circle your answers).

	No Priority	Low Priority	Medium Priority	High Priority
Gymnasium	0	1	2	3
Auditorium	0	1	2	3
Classrooms	0	1	2	3
Other; name: _____	0	1	2	3

Would you take classes (courses) at *Chahta Okla* Community College?

No _____ Yes _____ If yes, check those types of courses you would want to take.
_____ college level _____ vocational/technical _____ continuing education _____ other, name:

Which of the following Adult Education courses need to be provided in the Choctaw area?
(Circle the number in front of those you feel should be provided.)

1. English
2. Reading
3. Science
4. Social Science
5. Math
6. Indian Culture
7. Indian Language
8. Arts and Crafts
9. Indian Singing
10. Income Tax
11. Child Abuse and Neglect
12. Farm-agriculture Courses
13. Other: _____

How *familiar* are you with the following items? (Circle your answers).

	Not At All	Somewhat	Much	Very Much
1. Title IV—Indian Education Act	0	1	2	3
2. Public Law 95-561	0	1	2	3
3. Follow-Through Program	0	1	2	3
4. Bilingual Program	0	1	2	3
5. School Policy	0	1	2	3
6. Civil Rights Laws	0	1	2	3
7. Tribal Laws	0	1	2	3
8. BIA Rules and Regulations	0	1	2	3
9. Student Rights and Responsibilities	0	1	2	3

Vocational training should be provided in which of the following areas?
(Circle the number in front of those you feel should be provided.)

1. Welding
2. Carpentry
3. Plumbing
4. Heavy Equipment Operation
5. Clerical
6. Health Training
7. Agriculture Training
8. Electrical Technology
9. Law Enforcement
10. Civil Engineering
11. Mechanical Engineering
12. Other: _____

In *your local BIA SCHOOL*, are any of the following a problem? (Check your answers)

FACULTY & STAFF:
_____ morale
_____ salaries
_____ teacher accountability
_____ parent involvement/support
_____ personnel absenteeism
_____ substitute teachers
_____ fringe benefits;
specify _____
_____ curriculum continuum
_____ uniform curriculum system
_____ other: _____
_____ personnel hiring/firing

STUDENTS:
_____ grades
_____ learning abilities
_____ absenteeism
_____ tardiness
_____ drop-outs
_____ motivation
_____ alcohol abuse
_____ drug abuse
_____ accountability (assignments)
_____ responsibility
_____ activities (clubs/organizations)
_____ reading abilities

In *your local BIA school*, how would you rate: (Circle your answers).

	Inferior	Below Average	Average	Above Average	Superior
a. class instruction	0	1	2	3	4
b. school facilities	0	1	2	3	4
c. school equipment	0	1	2	3	4
d. textbooks	0	1	2	3	4
e. library	0	1	2	3	4
f. counselors	0	1	2	3	4
g. teachers	0	1	2	3	4
h. administrators	0	1	2	3	4
i. teacher aides	0	1	2	3	4
j. food service	0	1	2	3	4
k. class size	0	1	2	3	4
l. extra-curricular activities	0	1	2	3	4
m. transportation	0	1	2	3	4
n. student discipline	0	1	2	3	4
o. amount of Choctaw:					
1) language taught	0	1	2	3	4
2) culture taught	0	1	2	3	4
3) history taught	0	1	2	3	4
4) current events	0	1	2	3	4
p. your own knowledge of:					
1) Choctaw language	0	1	2	3	4
2) Choctaw culture	0	1	2	3	4
3) Choctaw history	0	1	2	3	4
4) Choctaw current events	0	1	2	3	4
q. ability of bilingual aides to teach native language:					
1) proficiency in Choctaw	0	1	2	3	4
2) methods/techniques in classroom instruction	0	1	2	3	4
3) methods/techniques in classroom management	0	1	2	3	4
r. special education	0	1	2	3	4
s. school transportation	0	1	2	3	4
t. social services	0	1	2	3	4
u. health services	0	1	2	3	4
v. home-school liaison	0	1	2	3	4
w. administrative leadership	0	1	2	3	4
x. financing of education	0	1	2	3	4
y. teaching materials	0	1	2	3	4
z. teaching equipment	0	1	2	3	4
aa. educational testing	0	1	2	3	4
bb. tribal support of education	0	1	2	3	4
cc. parental involvement	0	1	2	3	4
dd. parental knowledge of school program	0	1	2	3	4
ee. parental knowledge of school policy	0	1	2	3	4
ff. parental influence on school operations	0	1	2	3	4
gg. student motivation	0	1	2	3	4
hh. student academic skills	0	1	2	3	4
ii. student attendance	0	1	2	3	4
jj. class punctuality	0	1	2	3	4
kk. student enthusiasm	0	1	2	3	4
ll. other things in school					
1) (name: _____)	0	1	2	3	4
2) (name: _____)	0	1	2	3	4
3) (name: _____)	0	1	2	3	4

What do you feel are the main reasons for Choctaw students *staying* in school?

a. _____
b. _____
c. _____

What do you feel are the main reasons for Choctaw students *dropping out* of school?

a. _____
b. _____
c. _____

Please list any other educational needs of Choctaw students in the Choctaw area:

a. _____
b. _____
c. _____

What do you think parents could do to help students succeed in school?

a. _____
b. _____
c. _____

THANK YOU!

Bibliography

Benn, Robert C., and Jimmy L. Gibson. "Choctaw Agency Education Needs Assessment Project," Philadelphia, MS: Choctaw Agency, 1977.

Brod, Rodney L. "Native American Academic Achievement and Predictors of Grade Point Average," Technical Report, No. 1, Research and Development Program, School District Joint, No. 2, Black River Falls, WI, 1975.

_____. "Predictors of Grade-Averaging Bias Among Teachers of Native American Students," Technical Report, No. 2, School District Joint No. 2, Black River Falls, WI, 1976.

_____. "Major Sources of Native American Academic Underachievement: Evidence Against Current Sociological Assessments." Social Science Section, American Association for the Advancement of Science, Pacific Division, Missoula, MT, 1976.

_____. "Predicting School Attendance of Native Americans and Their Classmates," Technical Report, No. 3, School District Joint No. 2, Black River Falls, WI, 1977.

_____. "Fort Belknap Educational Needs Assessment: A Summary of Preliminary Analyses," Report No. 1, Fort Belknap Community Council, Education Department, Harlem, MT, 1978.

_____. "Fort Belknap Vocational Education Needs Assessment," Fort Belknap Community Council, Education Department, Harlem, MT, 1979.

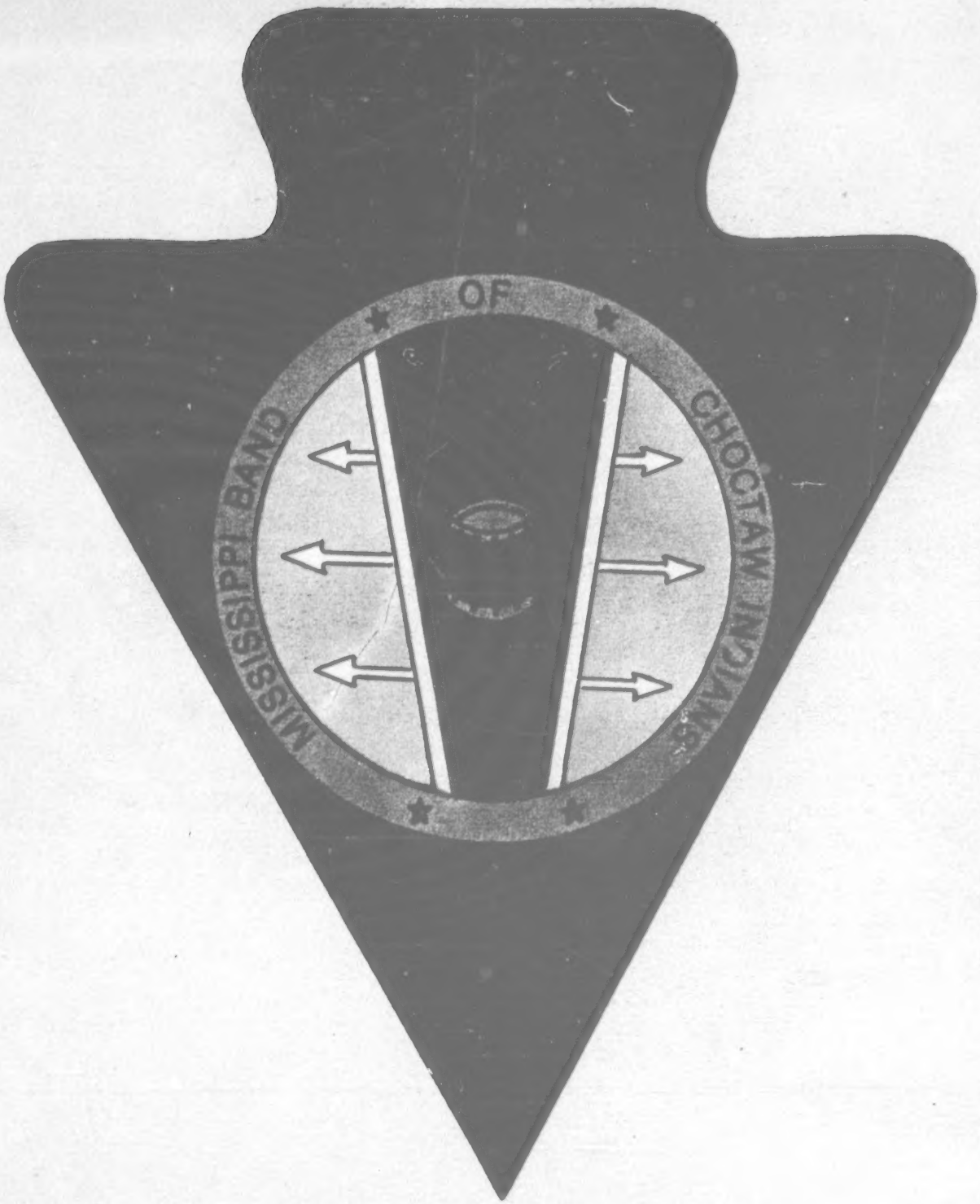
Burt, Jesse and Robert B. Ferguson. *Indians of the Southeast: Then and Now*. New York: Abingdon Press, 1973.

Peterson, John H., Jr. "Socio-economic Characteristics of the Mississippi Choctaw Indians," Report No. 34, Social Science Research Center, Mississippi State University, MS, 1970.

_____. "Choctaw Demographic Survey," Mississippi Band of Choctaw Indians, Philadelphia, MS, 1975.

Rebert, Robert J., Paul L. Sward, and David C. Young. "An Education Evaluation: The Choctaw and Chitimacha Schools," Research Report No. 23, Indian Education Resources Center, Albuquerque, NM, 1973.

Szasz, Margaret Connell. *Education and the American Indian*, 2nd ed. Albuquerque: University of New Mexico Press, 1977.


MISSISSIPPI BAND OF CHOCTAW INDIANS